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ABSTRACT

Part of a series designed to assist California school districts with the implementation of career education in K-12, this paper contains the California Plan for Career Education, 1978-1983. Chapter 1 introduces the plan, stating its purpose, rationale, definitions, the need for career education in California, career education goals and a conceptual model of career education. In Chapter 2, the needs and planning objectives identified in the state plan are found to be validated through legislation, public hearings, and correspondence. Chapter 3 outlines the role and responsibilities of the State Department of Education while Chapter 4 delineates the types of professional assistance and planning steps the offices of county superintendents of schools may want to address. In Chapter 5 are contained the illustrative planning and implementation steps for local educational agencies. The focus of Chapter 6 is statewide implementation of the plan so that career education goals can be translated into program goals, objectives, and strategies. The appendixes cover the following topics: (1) prior activities and accomplishments of the State Department; (2) recently funded career education programs; (3) samples of policy statements and needs assessment instruments; (4) supportive concepts for career education goals; (5) translation of career education goals into learner objectives by age; and (6) evaluation of the plan's implementation. (ELG)

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CE **Implementing Career Education**

California Plan for Career Education 1978-1983

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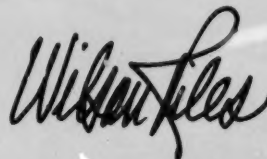
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Foreword

The children, youths, and adults of California deserve the best education that can be provided. A process designed to keep education current with student needs is career education. Since 1971, when I created the California Career Education Task Force, the Department of Education has worked closely with pilot school districts to model elements of this comprehensive educational process.

Much has been learned about career education in the intervening six years of modeling, demonstration, and development. It is now time to draw together what is known about the process and its application throughout the state and to map the future of this comprehensive approach to education.

The California Plan for Career Education, 1978--1983, suggests a direction and gives guidance to school district personnel, college and university staff members, and persons in the community as they seek to help children, youths, and adults apply learning to career planning, career preparation, and careers in the world of work.



Superintendent of Public Instruction

Preface

The California Plan for Career Education, 1978--1983, proposes a fundamental restructuring of career education in the state.

The plan is designed to (1) incorporate and articulate career education goals at all levels of education and among all support organizations and agencies; (2) incorporate and utilize community organizations and agencies in the implementation of career education; and (3) communicate and disseminate information on effective career education practices and products.

The predominant purpose of the plan is to draw on modeling efforts of the past six years to promote broad implementation of instruction and guidance processes so that individuals can achieve the eight career education goals identified in the plan.

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Acknowledgments

Many authors of this plan are unnamed. They are the teachers, students, counselors, community resource persons, professors, graduate students, administrators, secretaries, aides, parents, employers, employees, and others who have modeled the career education concept in California since 1971 and, in many cases, did so long before that date. Their contributions are acknowledged here.

An ad hoc committee representative of school districts which had modeled components of the comprehensive career education thrust in California since 1971 was given the task of developing the plan. This group, working cooperatively with members of the Career Education Unit, State Department of Education, refined the plan through several rough drafts. The final draft was disseminated widely across the state and used in three public hearings in Santa Ana, Burlingame, and Sacramento in May, 1978. Acknowledgment is made to the members of the ad hoc committee, whose experiences and perceptions gave the plan a grass roots heritage and point of view.

Formal testimony presented at the three public hearings, together with numerous written statements from across the state, have contributed to the California Plan for Career Education, 1978--1983. Acknowledgment is made here to this broadly representative group of people who reviewed and critiqued the plan and who were largely responsible for its expanded emphasis on the roles and responsibilities of postsecondary educational institutions and personnel.

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Why Career Education?
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General Learner Goal
Career Education Goals
Conceptual Model of Career Education

Validation of Needs and Planning Objectives

Role and Responsibilities of the State Department of Education

Guidelines for Offices of County Superintendents of Schools

Guidelines for Local Implementation

Statewide Implementation

Chapter 1

Introduction to the Plan



The goal of public education is to enable each individual to attain optimum self-fulfillment and acquire the knowledge and skills necessary to deal with rapid change in American society. American education has not been completely responsive to meeting the goal of education, making reforms imperative. Career education represents a means of remedying some of the inadequacies of current educational practice.

The California Plan for Career Education, 1978--1983, outlines a systematic approach for meeting the inadequacies of education. The plan calls for extensive cooperation and coordination of effort among school districts, offices of county superintendents of schools, community colleges, four-year colleges and universities, and the State Department of Education. Also involved in the effort are community organizations and agencies which provide educational support and services.

A direction for education in California has been set by the Pupil Proficiency Law (Assembly Bill 3408); the California School Improvement Program (Assembly Bill 65); the California Master Plan for Special Education (Assembly Bill 1250); and the Career Education Incentive Act (Public Law 95-207). The career education process, as infused into instructional and guidance programs at all levels of formal education, is an essential ingredient if the intent of this legislation is to be realized.

Purpose of the Plan

The purpose of the plan for career education is to extend and improve career education efforts throughout the state so that the career development potential of each individual can be better achieved.

Rationale for the Plan

After six years of modeling by school districts, schools, individual teachers, and counselors, this plan addresses the need for implementation of career development processes in educational programs throughout the state.

The plan is addressed to three specific methods of achieving its purpose:

1. To incorporate and articulate career education goals at all levels of education and among all support organizations and agencies
2. To incorporate and utilize community organizations and agencies in the implementation of career education
3. To communicate and disseminate effective career education practices and products

Definitions

Career--an individual's total life experience

Career education--a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and life-style

Why Career Education?

Many goals have been stated for public education. Central to all of them over the past half-century has been the importance of providing opportunities for each individual to attain optimum self-direction and self-fulfillment. Implied is the need for each individual to acquire and use the knowledge and skills necessary to function effectively and efficiently in a complex, rapidly changing American society.

Attesting to social needs for having greater attention given to the career education process in California education are unemployment, increased leisure time, technological applications gradually shifting jobs from production to services, and divorce and crime rates. Other contributing factors include poor school attendance; a tendency to drop out of formal education with no employment-applicable skill; job dissatisfaction because of absence of career observation, exploration, and hands-on experiences in the world of work during formative years; and the growing tendency of postsecondary students to prepare for professions which may not be able to absorb the students.

The career education process and career education goals assume additional importance from the following premises:

- Students are motivated to learn more in school if they understand the relationships between what they are learning and what they will do in their careers.
- Basic academic skills, a personally meaningful set of values, and good work habits are adaptability tools needed by all persons who work in today's rapidly changing society.
- Career development, as part of human development, begins in the pre-school years and continues throughout life.
- Relationships between education and career are more meaningful to students when infused into all subject matter.
- The understanding and acceptance of self are important throughout life and relate directly to career aspirations.
- A specific occupational choice represents only one of the choices involved in career development.
- Career decision making, job seeking, and employment skills can be learned and practiced by most individuals to enhance career development.
- The interrelated processes of career planning, career preparation, and career decision making may be repeated by most individuals throughout their lives.
- Opportunity for full career development must be ensured by the elimination of discrimination, occupational bias, and stereotyping.
- One's style of living is significantly influenced by one's work.
- A relationship exists between commitment to education and work and availability and utilization of leisure time.
- Social expectations influence the nature and structure of work.

Need for Career Education in California

Career education has the potential of affecting approximately 21.9 million people in California, the nation's most populous state. The following statistics offer evidence of need:

- The state labor force is 10,140,000, with 834,000 unemployed (8.4 percent unemployment rate), as of October, 1977.¹

¹Source: California State Department of Employment Development, Employment Data and Research Division, Sacramento, 1978.

- More than 400,000 youths under age twenty-four are unemployed; that is, approximately one-half the total number of persons unemployed in California.²
- In a needs assessment study of the state's 404,620 employers, a survey of a stratified random sample of 5,000 employers revealed strong preference for employees possessing traits acquired through the career education process. Some of the factors, in rank order of preference, are (1) work attitude/motivation; (2) personableness; (3) work history; (4) communication skills; (5) appearance; (6) general education; and so on.³
- The number of women participating in the labor market increased from 3,793,000 (40.4 percent of the total labor force) in 1975 to 4,218,000 (41.6 percent of the total labor force) in 1976.⁴
- A 1973 student guidance needs survey of more than 55,000 students and 1,200 adults ranging in age from twelve on up revealed a definite need for career education components in approximately 90 percent of the schools surveyed.⁵
- Since 1970 the number of ninth grade California students failing to graduate from high school has increased 43 percent (see Table 1).

TABLE 1
Attrition Rates in California Public Schools, 1970--1977

Year	Enrollment in grade twelve	Enrollment in grade nine	Percent decrease in four years
1970	278,452	316,761 (in 1966)	12
1971	279,046	326,803 (in 1967)	15
1972	288,319	337,640 (in 1968)	15
1973	283,157	339,470 (in 1969)	17
1974	286,095	349,900 (in 1970)	17
1975	289,293	359,227 (in 1971)	20
1976	288,319	356,537 (in 1972)	19
1977	288,117	364,701 (in 1973)	21

Source: "Attrition Rates in California Public Schools." Sacramento: California State Department of Education, Pupil Personnel Services, 1976.

Source: California State Department of Education, Bureau of School Apportionments and Reports, Sacramento, 1978.

²Assembly Bill 1398, enacted by the California Legislature, 1977.

³Charles Abrams, A Survey of California Employers. Goleta: Human Factors Research, Inc., July, 1977.

⁴Source: California State Department of Employment Development, Employment Data and Research Division, Sacramento, 1978.

⁵"Needs Assessment." Sacramento: California State Department of Education, Guidance and Counseling Task Force, 1972.

- The Survey of Basic Skills: Grade 12, a test given as part of the California Assessment Program, was administered to all California students in grade twelve in 1976-77. Equating studies of the results of the test administered indicated that, in comparison with the 1970 national norms of the Sequential Tests of Educational Progress (STEP),⁶ the scores for the grade twelve students were at the 36th percentile in reading; at the 28th percentile in written expression; and at the 43rd percentile in mathematics.
- Approximately 70 percent of the entering first-year students at the University of California (representing the top 12 percent of their high school classes) taking the College Entrance Examination Board's English Achievement Test failed to receive scores high enough to waive remedial English courses.⁷
- The RISE Commission, established by Wilson Riles, Superintendent of Public Instruction, to analyze the problems of intermediate and secondary education and to recommend solutions, proposed a basic restructuring of intermediate and secondary education. Of the 26 recommendations advanced, more than half were related to the goal and objectives of career education.⁸
- In May, 1978, three statewide public hearings on career education solicited written and verbal testimony on the California Plan for Career Education from representatives of business, industry, labor, education and government. Statements from more than 180 persons revealed the priorities for the state plan:⁹
 1. Articulation of career education efforts among local, regional, and state educational agencies
 2. Clarification of processes for changing existing instructional and guidance programs to include career education goals
 3. Development of comprehensive operational plans which stress inservice and preservice training for teachers, counselors, and administrators
 4. Utilization of existing exemplary practices and products
 5. Coordination in the use of community resources

General Learner Goal

The overall goal of career education for students is to develop and sustain the skills and attitudes needed to assess, select, prepare for, and pursue a satisfying career and life-style.

⁶Student Achievement in California Schools: 1976-77 Annual Report. Sacramento: California State Department of Education, 1978, p. 159.

⁷Information provided by the Office of Academic Services to Schools and Students, University of California, Berkeley, 1978.

⁸The RISE Report: Report of the California Commission for Reform of Intermediate and Secondary Education. Sacramento: California State Department of Education, 1975.

⁹Ragene Farris, "A Summary Report: Public Hearings on the California State Plan." A report compiled by the chairperson of the public hearings.

Career Education Goals

The career education process encompasses eight career education goals for learners (children, youths, and adults). These goals provide a foundation for reorienting curricula, instructional activities, guidance services, and community involvement:

1. Basic Skills. Develop the basic skills of reading, writing, computation, speaking, and listening which are essential to successful preparation for and application to a constructive and satisfying career.
2. Self-Awareness. Acquire positive attitudes toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.
3. Attitude Development. Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.
4. Educational Awareness. Recognize that all educational experiences are integrated with total career development and preparation.
5. Career Awareness and Exploration. Develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing personal values, interests, and aptitudes.
6. Career Planning and Decision Making. Engage in a career development process designed to increase knowledge of self, work, leisure, and society and apply this knowledge in making wise decisions along the career development continuum.
7. Career Preparations. Develop competencies needed for progression or entry into the next educational or occupational level.
8. Consumer and Economic Awareness. Understand the contribution of work to the economic system and acquire the consumer competencies needed to make wise decisions in the use of individual resources.

Conceptual Model of Career Education

Career education is a "comprehensive, lifelong educational process. . . ." Thus, it is not an educational program, such as vocational education or early childhood education. The conceptualization of the career education process contained in Figure 1 depicts career education as focusing on the needs of learners.

CAREER EDUCATION

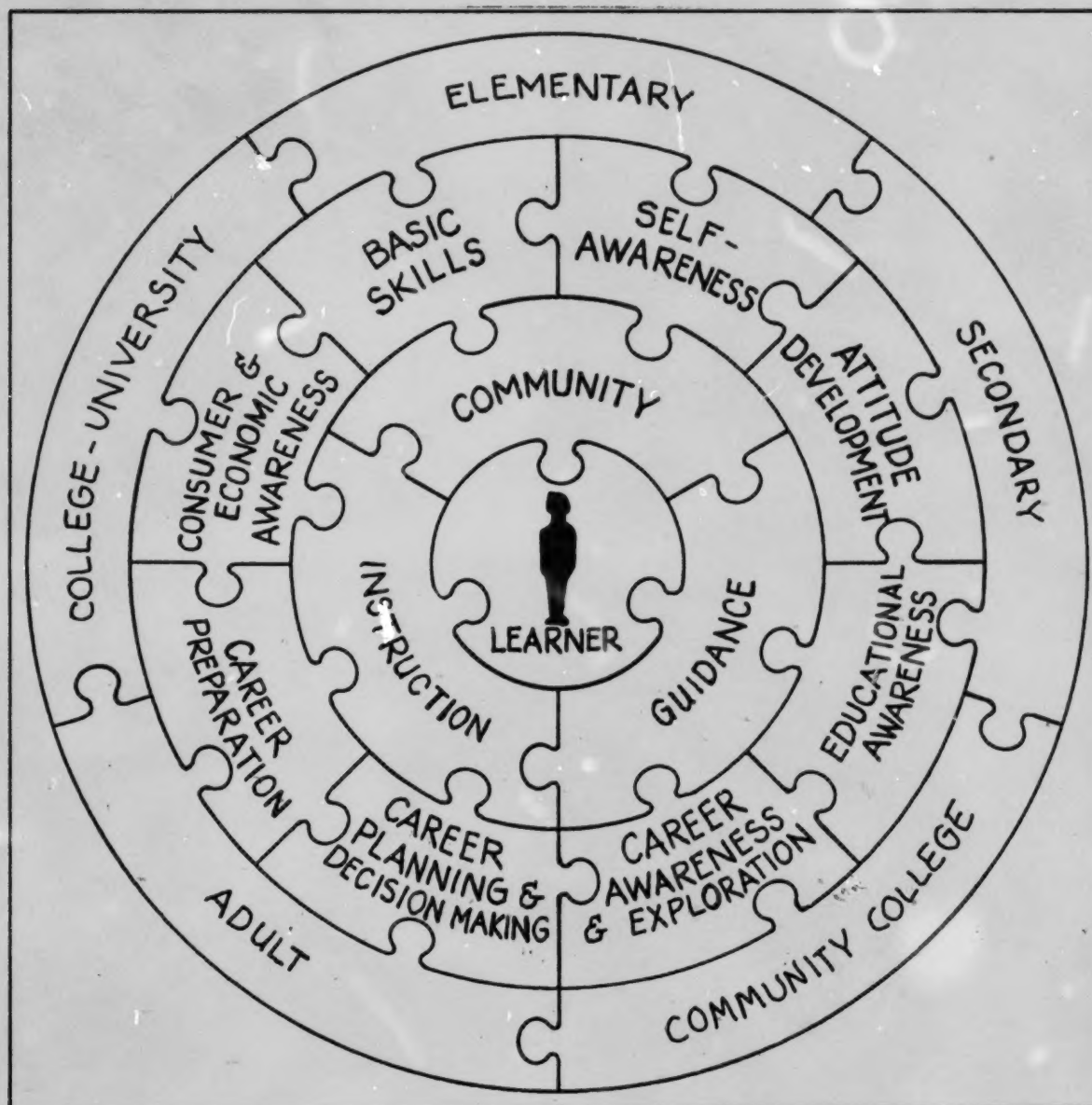
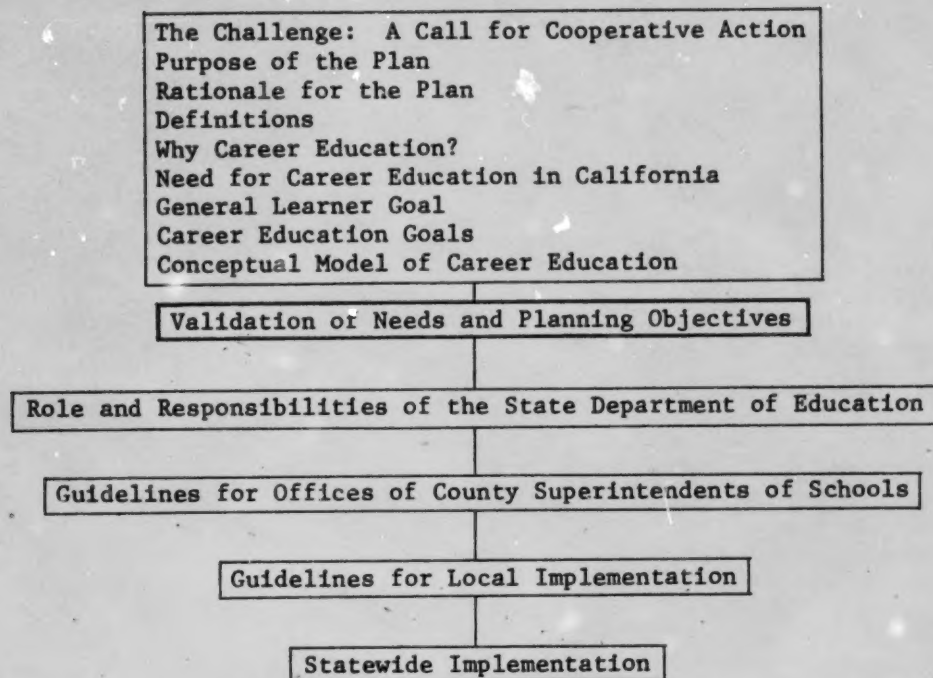


Fig. 1. Preparing individuals for a satisfying career and life-style





Chapter 2

Validation of Needs and Planning Objectives

A countless number of statistics and several legislative mandates have validated the need for educators, administrators, counselors, and the community to provide for the career development of all learners in a sequential and articulated manner. The statistics illustrating employment trends, student attrition rates in the public schools, and low student achievement provided the basis for two legislative mandates for educational reform in California since 1975; that is, the Reform of Intermediate and Secondary Education (RISE) and the School Improvement Program (Assembly Bill 65). Both plans for reform specifically include career education in recommendations for restructuring public education.

A third legislative mandate affecting public education (the Pupil Proficiency Act, 1976) emphasizes two career education goals, basic skills and career preparation. The legislation, aimed at setting minimum competencies for graduation, addresses the falling levels of proficiency of high school graduates and the increasing concern of business, industry, labor, the professions, government, and the military as to inadequately prepared employees.

The California Master Plan for Special Education (Assembly Bill 1250) also supports objectives contained in the California Plan for Career Education. As a result of this legislation, all teachers licensed after July 1, 1979, must receive training in the needs of individuals with exceptional needs and the methods of providing educational opportunities for those individuals. The legislation specifically mandates developing provisions for individualized career and vocational development.

In addition to major legislation, the needs and planning objectives identified in the California Plan for Career Education have been validated by three statewide public hearings and extensive correspondence to the State Department of Education's Career Education Unit. The following chart illustrates the needs for career education implementation and corresponding supportive objectives for three levels of education in California: the State Department of Education, offices of county superintendents of schools, and schools and school districts.

Validation of Needs and Objectives

What is	What should be: Career education need	Validation of needs
1. Isolated career education efforts exist without the official support or acknowledgment of educational leaders and policy makers.	Develop leadership, commitment, and coordination for career education efforts	Statewide public hearings State plan correspondence Assembly Bill 65 (School Improvement Program)
2. Limited articulation and coordination exist in education to relate the goals of educational programs to the goals of career education.	Coordinate state, regional, and local efforts to implement career education in instructional and guidance systems.	Statewide public hearings State plan correspondence Assembly Bill 65 Assembly Bill 3408 (pupil proficiency law) RISE (Reform of Intermediate and Secondary Education) Assembly Bill 1250 (California Master Plan for Special Education)
3. Most offices of county superintendents of schools do not have regional plans for career education that give leadership direction to local educational agencies within their service areas. Nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education from kindergarten through adult school.	Develop and coordinate comprehensive regional and local plans for career education to meet the career development needs of all learners.	Statewide public hearing State plan correspondence Needs assessment from counseling and guidance task force

Objectives: State level	Suggested Objectives: County level	Suggested Objectives: Local level
1. To encourage, promote, and advocate cooperative planning among the State Department of Education and public and private schools, institutions of higher education, and public and private support agencies and organizations to integrate career education goals into all instructional and guidance programs 2. To include career education goals at appropriate levels in curriculum frameworks and curriculum materials and instructional and guidance programs 3. To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: Needs assessment Staff development Instructional strategies Counseling and guidance Community resources and materials Evaluation Funding Elimination of bias and stereotyping because of age, sex, race, or handicap	1.1 To provide assistance to schools and school districts in obtaining leadership commitment to infuse career education goals into existing subject-matter and guidance frameworks and guidelines 2.1 To infuse career education goals in regional and county instructional and guidance programs, services, and courses of study 3.1 To develop a regional plan for career education to provide professional assistance to schools, school districts, and organizations	1.1 To obtain leadership commitments from local leaders and policy makers for infusing career education goals into instructional and guidance programs 2.1 To infuse career education goals into instructional and guidance programs (kindergarten through adult school) 3.1 To develop and implement a comprehensive district plan for career education which contains the following elements: Needs assessment Staff development Instructional strategies Counseling and guidance Community resources and materials Evaluation Funding Elimination of bias and stereotyping because of age, sex, race, or handicap

Validation of Needs and Objectives (Continued)

What is	What should be: Career education need	Validation of needs
4. Limited articulation of career education efforts exists between elementary and secondary schools and institutions of higher learning.	Articulate and coordinate career education efforts at all educational levels.	Statewide public hearings State plan correspondence
5. Most preservice programs at colleges and universities in California do not include preparation for meeting the career awareness and development needs of all learners, with emphasis on the needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities).	Develop preservice and inservice career education programs designed to assist all teachers, counselors, and administrators in meeting the needs of all students, with emphasis on the needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities).	Statewide public hearings Assembly Bill 1250
6. The public and private schools, institutions of higher education, and public and private support agencies are failing to coordinate effectively their resources and services to move cooperatively toward common goals, causing duplication or the lack of a career education process.	Expand and coordinate the use of community resources to foster the career development of individuals.	Assembly Bill 65 Public hearings State plan correspondence Assembly Bill 3408 Reform of Intermediate and Secondary Education

Objectives: State level	Suggested Objectives: County level	Suggested Objectives: Local level
4. To promote a concerted effort to coordinate and articulate a comprehensive career education effort among all educational levels 5. To foster the planning and implementation of college and university preservice and inservice programs designed to meet the career development needs of all learners, with emphasis on the needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities) 6. To encourage the involvement of the local private and public sectors in the task of providing career education for all students	4.1 To assist and participate in articulation efforts among all levels of education (preschool, elementary, secondary, and postsecondary) 5.1 To foster the planning and implementation of preservice and inservice programs designed to meet the career development needs of all learners, with emphasis on the needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities) 6.1 To identify, in cooperation with business, industry, and labor groups, the kinds of support services available to meet the career development needs of learners 6.2 To collect and disseminate occupational needs data from business, industry, labor, the professions, government, and the military for development of career education activities	4.1 To participate in articulation efforts among all levels of education (preschool, elementary, secondary and postsecondary), with emphasis on transition between levels 5.1 To develop a college and university preservice and inservice career education program designed to meet the career development needs of all learners, with emphasis on special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities) 6.1 To develop a coordinated system for utilizing community resources

Validation of Needs and Objectives (Continued)

What is	What should be: Career education need	Validation of needs
7. The public and private schools, institutions of higher education, and public and private support agencies are failing to coordinate effectively their resources and services to move cooperatively toward common goals, causing duplication or the lack of a career education process.	Expand and coordinate the use of community resources to foster the career development of individuals.	Assembly Bill 65 Public hearings State plan correspondence Assembly Bill 3408 Reform of Intermediate and Secondary Education
8. Little coordination of effort exists to gain legislative support for career education.	Provide supplemental funding through legislation for comprehensive career education planning and implementation.	Statewide public hearings State plan correspondence
9. Not enough is known about the extent of local involvement in the career education process.	Evaluate the extent of career education and its impact on children, youths, and adults.	Public hearings Elementary and Secondary Education Act, Title IV-C
10. Evaluation data are not available to determine the impact of career education in California.	Evaluate the impact of career education on children, youths, and adults.	Public hearings Elementary and Secondary Education Act, Title IV-C
11. No comprehensive system exists for effective dissemination of career education practices and products.	Improve and provide dissemination of career education processes and resources.	Statewide public hearings State plan correspondence from career education practitioners

Objectives: State level	Suggested Objectives: County level	Suggested Objectives: Local level
7. To extend and expand the grass roots use of community resources (people facilities, programs, materials) to motivate youths to improve basic skills, explore work options, and expand opportunities 8. To obtain legislative support for relating all education programs to the career education process 9. To develop methods and materials for assessing the extent of local involvement in the career education process 10. To collect and disseminate evaluative data that demonstrate the effects of career education on learners 11. To establish a comprehensive dissemination system to promote the use of career education practices and products	7.1 To identify available career education resources and materials for local schools and school districts 7.2 To review career education resources for criteria of bias and stereotyping related to age, sex, race, or handicap; for appropriations for special populations; for clarity; and for a variety of needs in local educational agencies 8.1 To communicate to legislators the purposes and needs for career education 9.1 To assist in an assessment of the extent to which career education activities are provided at the local level 9.2 To assess the extent to which personnel in offices of county superintendents of schools participate in career education activities 10.1 To conduct regional evaluations of studies to determine the impact of career education activities designed for learners as to meeting their career development needs. 11.1 To expand and improve existing regional dissemination systems for the schools and the community	7.1 To identify and utilize community resources effectively and efficiently 8.1 To communicate to local legislators the purposes and needs for career education 9.1 To determine the extent of local involvement in and the need for career education 10.1 To determine the effectiveness of existing career education activities in meeting the career development needs of all learners 11.1 To expand and improve local career education resource dissemination systems

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Role and Responsibilities of the State Department of Education

Short- and Long-Term Planning	Short- and Long-Term Planning	Short- and Long-Term Planning
Incorporation and articulation of career education goals at all levels of education and among all support organizations and agencies • Coordinating career education efforts among interested public and private agencies • Infusing career education into the programs of the State Department of Education • Fostering program planning and development at the local, county, and regional levels • Promoting a concerted effort to coordinate and articulate a comprehensive career education effort through all educational levels • Fostering the planning and implementation of preservice and inservice training programs at colleges and universities	Incorporation and utilization of community organizations and agencies in the implementation of career education • Providing leadership in stimulating cooperative efforts to broaden the implementation of career education statewide • Enlisting legislative support for career education	Communication and dissemination of effective career education practices and products • Establishing a comprehensive information dissemination system • Establishing a data collection and reporting system to assess the status of career education and to report findings

Guidelines for Offices of County Superintendents of Schools

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Statewide Implementation

Chapter 3

Role and Responsibilities of the State Department of Education



The role of the State Department of Education in the California Plan for Career Education is to extend and improve the career education process throughout the state so that the career development of all individuals can be better achieved. In its role the Department is responsible for (1) incorporating and articulating career education goals at all levels of education and among all support agencies and organizations; (2) incorporating and using community organizations and agencies in implementing career education; and (3) communicating and disseminating effective career education practices and products. Recommended policy statements supporting the thrusts of career education are as follows:

1. All instruction and guidance systems provided under the authority of the Education Code shall include strategies for helping all students relate instruction and guidance to career applications throughout their educational experience.
2. The California State Department of Education shall provide leadership in assisting local educational agencies to adopt, plan for, implement, and evaluate career education. This leadership will include assistance in but will not be limited to:
 - a. Staff development
 - b. Development of an information dissemination system
 - c. Incorporation of the concepts of career education in all early childhood through grade twelve curriculum frameworks and other educational delivery systems
 - d. Acquisition of resources to implement the California Plan for Career Education at the state and local levels
 - e. Use of community resources in instruction, guidance, and administration
 - f. Evaluation
 - g. Elimination of bias and stereotyping because of age, sex, race, or handicap in all career education processes and materials

Incorporating and Articulating Career Education Goals at All Levels of Education and Among All Support Organizations and Agencies

The infusion of career development goals and concepts into the curriculum and the training and retraining of personnel have been the two main strategies to implement career education in the state. These two career education strategies have been aided by consultant services and publications developed by the State Department of Education and the modeling efforts of local educational agencies. Yet it is estimated that only 5 percent of the 1,042 elementary, unified, and high school districts have developed a comprehensive career education process. Ideally, every district should have a comprehensive approach in reorienting education to bring the relevance of career applications into the educational process for learners in kindergarten through adult school.

In addition to a local comprehensive career education approach, articulated efforts and planning among all levels of education will encourage statewide implementation of the career education concept. Articulation must focus on coordinated efforts among elementary and secondary school districts and post-secondary institutions, including the colleges and universities which train teachers, counselors, and education administrators.

The combined one and five-year planning chart contained in this section describes what is, what should be, what objectives are proposed, and what activities and time lines are suggested for the task of (1) incorporating the goals for career development into the educational efforts of agencies and institutions in the public and private sectors; and (2) articulating those goals.

When put into effect, the objectives and activities are expected to produce a more coordinated, efficient use of school and community resources in the career and life of planning, preparation, and maintenance functions inherent in the goal of career development.

Incorporating and Articulating Goals

What is	What should be	Objective
1. Various levels of education and other public and private agencies are not effectively coordinating resources and services and moving cooperatively toward common goals, resulting in duplication or the lack of a career education process.	Because the career development needs of individuals cannot be met by education alone, cooperative and coordinated efforts should be made at all levels of education and by all support agencies from business, industry, labor, and government services to meet the needs of all students.	To encourage, promote, and advocate cooperative planning among the State Department of Education, public and private schools, institutions of higher education, and public and private support organizations and agencies to integrate career education goals into all instructional and guidance programs

Legend:

- △ Planned activity
 ▲ Activity under way
 △ Span of activity

Activities	Evaluation	Time line																
		1978												1979-83				
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
1.1 Establish liaison and cooperative relationships among all levels of education and appropriate public and private agencies.	Determine the number of cooperative relationships existing at the end of each year.						▲						▲	△	△	△	△	
1.2 Engage in cooperative planning to coordinate resources and services and address career development goals.	Determine the number of cooperative planning sessions conducted during the year.						▲						▲	△	△	△	△	
1.3 Encourage educational, business, industry, labor, and government groups to publish articles featuring career education materials in their regular publications--articles based on the definition, premises, and goals of career education and career development.	Determine the actual publication of support articles, materials, and so on.						▲						▲	△	△	△	△	

Incorporating and Articulating Goals (Cont.)

What is	What should be	Objective
2. Limited articulation and coordination exist among units of the State Department of Education as to relating the goals of educational programs to the goals of career education.	Career education goals should be infused into all educational delivery systems in the state.	To include career education goals at appropriate levels in curriculum frameworks, curriculum materials, and instructional and guidance programs

Activities	Evaluation	Time line											
		1978						1979-83					
		J	A	S	O	N	D	J	F	M	A	M	J
2.1 Analyze the degree to which the eight identified career education goals are included or are met in existing educational programs and services (e.g., compensatory education; migrant education; bilingual bicultural education; special education; vocational education; elementary and secondary education; pupil personnel services; secondary curriculum services, including programs for the gifted and talented, health programs, and instructional services; Assembly Bill 65, influencing elementary, intermediate, and secondary school improvement; Assembly Bill 1250, special education master plan; and the consolidated application for funds).	Determine the extent of infusion of career education outcome objectives into: Existing program of instruction Frameworks of instruction Guidance: frameworks and programs Curriculum materials and resources Management plans Program plans Preservice programs Local comprehensive plans for special education												
2.2 Identify career education objectives to be included in appropriate program goals, frameworks, curriculum materials, and so on.													
2.3 Plan and engage in cooperative intradepartmental inservice training workshops designed to infuse career education goals into all programs of instruction and guidance.													
Select and prepare leadership personnel to conduct these workshops.													
Identify appropriate personnel from the various units of the Department of Education and other agencies to participate.													
Conduct the workshops.													

Incorporating and Articulating Goals (Cont.)

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: - Needs assessment - Staff development - Instructional strategies - Counseling and guidance - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Activities	Evaluation	Time line																	
		1978											1979-83						
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83	
2.4 Plan and conduct in-service training workshops for representatives from all California teacher and counselor training institutions to communicate and incorporate career education goals and processes into preservice training programs.												△			△	△	△	△	
3.1 Provide professional assistance to offices of county superintendents of schools in terms of: Examples of career education regional models for implementation Program planning techniques to be utilized in regional planning and implementation Consultant services for plan development, implementation, and evaluation Training workshops for county personnel Coordination of career education communication among counties throughout the state by means of a newsletter	Examine samples of program planning techniques and regional models on file and documentation of dissemination. Review list of consultant services available and rendered by date, time, and place. Examine program and evaluation results. Review newsletters for evidence of coordination.														△	△	△	△	△
3.2 Provide professional assistance in needs assessment development and implementation by: Providing a handbook of local needs assessment models Providing consultant services	Determine the type and impact of consultant services provided throughout the state.														△	△	△	△	△

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: - Needs assessment - Staff development - Instructional strategies - Counseling and guidance - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Activities	Evaluation	Time line																
		1978											1979-83					
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
3.3 Render assistance in staff development by:	Examine the records of the master trainer process and school district involvement listing names of trainees.						▲						▲	△	△	△	△	
Implementing the state master trainer process	Examine copies of programs conducted and evaluation results.																	
Planning and conducting regional workshops	Examine copies of lists on file and records of use.																	
Providing a list of career education consultants available throughout the state	Examine copies of programs and evaluation results.																	
Providing traveling seminars to publicize exemplary models of career education	Examine a copy of the list and the dissemination record.																	
Providing a list of regional career education demonstration sites	Determine the number of handbooks on file and examine the dissemination list.													▲	△	△	△	△
3.4 Give assistance in instructional strategies by:	Examine copies of training workshop programs and results of evaluation of impact.																	
Developing and disseminating a handbook containing samples of instructional strategies consistent with career development goals.	Examine documentation of learning strategy models disseminated throughout the state.																	
Conducting training workshops on infusing career education goals into the local educational agencies' instructional curriculum, with emphasis on the needs of special populations, competency-based education, and basic skills	Determine the number of newsletters distributed.																	

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: - Needs assessment - Staff development - Instructional strategies - Counseling and guidance - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Activities	Evaluation	Time line											
		1978						1979-83					
		J	A	S	O	N	D	J	F	M	A	M	J
Providing models for learning strategies which meet the needs of the disadvantaged; the handicapped; the limited-English speaking and non-English speaking; ethnic minorities; and so on													
Initiating a state newsletter which communicates innovative instructional strategies													
3.5 Promote local guidance and counseling efforts in the career education process by:	Examine retraining programs conducted together with evaluation results.												
Providing retraining programs for counselors and interested teachers to include:	Examine newsletters on file.												
Defining the relationship of guidance and counseling to instruction	Examine manpower and employment data being disseminated to local educational agencies.												
Redefining the counselor's role as a career development change agent and facilitator	Examine samples of career education guidance and counseling models and dissemination records.												
Developing effective career development counseling and guidance techniques and strategies													
Developing competencies related to meeting career awareness and development of special needs populations													
Communicating innovative guidance and counseling strategies by means of a newsletter													

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: - Needs assessment - Staff development - Instructional strategies - Counseling and guidance - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Activities	Evaluation	Time line																
		1978												1979-83				
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
Disseminating current regional occupational publications or employment monthly data or both to local guidance and counseling personnel																		
Providing models of field-tested career development guidance and counseling programs																		
Communicating the role of teachers in guidance																		
3.6 Provide assistance in the development and use of community, regional, state, and national resources and materials by:	Determine the number of handbooks on file and examine records of mailing.						▲						▲	△	△	△	△	△
Developing and disseminating a handbook containing exemplary models of community resources and materials development and use	Examine the list on file and dissemination records.																	
Providing an annotated list of regional, state, and national resources and materials	Examine staff development workshop programs and evaluation results.																	
Providing a list of consultants from the private and public sectors																		
Developing and disseminating a list of state organizations that will assist school districts in developing and using career resources and materials																		
Planning and conducting regional staff development workshops focused on development and use of community resources and materials																		

Incorporating and Articulating Goals (Cont.)

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to: - Needs assessment - Staff development - Instructional strategies - Counseling and guidance - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Activities	Evaluation	Time line																
		1978												1979-83				
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
3.7 Provide assistance in the development of: Evaluation strategies for implementation, program, and outcome Follow-up and placement activities Gathering and collection of data Analysis of data and reporting of findings through models, workshops, and consultant services	Examine records and reports to determine the degree of assistance rendered to local educational agencies.												△	△	△	△	△	
3.8 Provide information and technical assistance to local educational agencies by: Identifying and communicating career education funding sources Giving local educational agencies a list of consultants with expertise in career education and grant applications Providing technical assistance by phone or through regional meetings designed to promote training in career education application procedures and writing skills	Examine documents reflecting funding sources. Examine the list of consultants. Review agendas of regional meetings and lists of participants.												△	△	△	△	△	

Incorporating and Articulating Goals (Cont.)

What is	What should be	Objective
3. Most offices of county superintendents of schools in California do not have a regional plan for career education that gives leadership direction to local educational agencies within their service areas; nor have approximately 95 percent of the school districts in California developed or implemented a comprehensive approach for career education--kindergarten through adult school. 4. Limited articulation of career education efforts exists between elementary and secondary schools and institutions of higher education.	All offices of county superintendents of schools and school districts in California should have a career education plan by 1983. By 1983 a coordinated, articulated career education effort should exist throughout the state from preschool through adult school.	To foster the development and implementation of comprehensive operational career education plans at the local and regional levels with reference to needs assessment; staff development; instructional strategies; counseling and guidance; community resources and materials; evaluation; funding; and elimination of bias and stereotyping because of age, sex, race, or handicap To promote a concerted effort to coordinate and articulate a comprehensive career education effort at all educational levels
5. Most preservice programs at colleges and universities in California do not include adequate preparation for meeting the career awareness and development needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities).	Career education preservice programs should exist to ensure a broad range of occupational exploration and preparation options open to special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities).	To foster the planning and implementation of preservice and inservice programs at colleges and universities--programs designed to meet the career development needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities)

Activities	Evaluation	Time line																
		1978												1979-83				
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
3.9 Provide guidelines, strategies, and technical assistance for the elimination of bias and stereotyping because of age, sex, race, or handicap in guidance programs, instructional programs, and curriculum materials employed in career education efforts in local educational agencies.	Determine evidence of completed guidelines and strategies and technical assistance.												△	△	△	△	△	
4.1 Design a plan for the coordination and articulation of career education between elementary and secondary educational institutions and post-secondary and university educational institutions.	Determine evidence of a plan for coordination and articulation.													△	△	△	△	△
4.2 Implement the plan.	Determine the number of cooperative planning sessions.																	
4.3 Monitor and revise the plan.																		
4.4 Evaluate the effectiveness of the plan.																		
5.1 Provide professional assistance in preservice program development with reference to: Career education goals Needs of special populations Development of work stations and coordination of work-school experiences for handicapped and disadvantaged learners Instructional, assessment, and counseling skills for serving special populations	Determine the impact of consultation services and the extent of changes in preservice training programs.													△	△	△	△	△

*Incorporating and Utilizing Community Organizations and Agencies
in the Implementation of Career Education*

No agency or institution in the United States fails to provide some kind of educational service related to the career development of the individuals involved. Education and the support agencies from business, industry, labor, the professions, government, and the military have long provided direct and indirect services related to career development. However, these agencies and institutions have often operated in isolation, creating a need to coordinate efforts affecting career development.

What is	What should be	Objective
6. The public and private schools, institutions of higher education, and public and private support agencies are failing to coordinate their resources and services effectively and to move cooperatively toward common goals.	Because the career development needs of individuals cannot be met by schooling alone, cooperative and coordinated efforts must be made at all levels of education and by all support agencies from business, industry, labor, and government.	To encourage the involvement of the local private and public sectors in the task of providing the career education process for all students
7. The public and private schools, institutions of higher education, and public and private support agencies are failing to coordinate their resources and services effectively and to move cooperatively toward common goals.	Because the career development needs of individuals cannot be met by schooling alone, cooperative and coordinated efforts must be made at all levels of education and by all support agencies from business, industry, labor, and government.	To extend and expand the grass roots use of community resources (people, facilities, programs, materials) to motivate youth to improve basic skills, explore work options, and expand opportunities
8. Little coordination of effort exists to gain legislative support for career education.	A concerted effort should be made to acquaint legislators with the career education process that has been demonstrated successfully in the state.	To obtain legislative support for relating all education programs to the career education process

Activities	Evaluation	Time line																
		1978												1979-83				
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83
6.1 Urge the coordinated production of occupational needs data from business, industry, labor, professions, government, and the military which can be used in meaningful ways to provide career awareness, exploration, and planning information to teachers, counselors, and students.	Determine evidence (planning efforts, research efforts, data reports, and so on) of coordinated data collection and reporting of occupational needs.						▲						▲	△	△	△	△	
6.2 Encourage the exchange of program research data, occupational needs (base of human resources), job analyses, and so on between those who hire, work, and serve in the world of work and those who instruct and guide (influence) students in the continuum of career development.	Determine the number of schools and districts which reciprocate information on the provision of support services.							△					△	△	△	△	△	
7.1 Promote the development of local communication networks involving community resources that are based on state-coordinated information gathering.	Determine, by the end of each year, the number of local communication networks established.												△	△	△	△	△	
8.1 Acquaint legislators with career education processes to achieve: Support and recognition Mandate Funding	Determine the number and nature of legislative bills and resolutions produced in support of career education.							△					△	△	△	△	△	

Communicating and Disseminating Existing Effective Career Education Practices and Products

Since the initial thrust of career education in California in 1971, intensive modeling of career education processes has occurred from preschool through postsecondary education. Emphasis has been concentrated on the infusion of career relevance into existing instructional and guidance programs. From the infusion of career education processes, instructional and guidance functions have emphasized career awareness, self-awareness, career exploration, career planning, and decision making.

After many years of modeling, a need emerged to communicate and disseminate existing effective career development practices and products to facilitate statewide career education implementation. A key element in this plan for career education is to assess current practices and disseminate materials, thus helping districts and agencies move from what is to what should be or what could be by 1983.

What is	What should be	Objective
9. Not enough is known about the extent of local involvement in the career education process.	A means to assess the local involvement in and current status of career education in the state should be developed.	To develop methods and materials for assessing the extent of local involvement in the career education process
10. Evaluation data are not available to determine the impact of career education in California.	Evaluation models should be available, and a data collection and reporting system should be established.	To collect and disseminate evaluative data that demonstrate the effects of career education on learners

Activities	Evaluation	Time line																	
		1978												1979-83					
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83	
9.1 Design a data collection plan, including the development of instruments and methods.	Determine the effectiveness of the data collection plan.						▲	▲											
9.2 Convene local and county representatives to develop and determine evaluation instruments for assessing local involvement in career education.								△											
9.3 Develop a data collection instrument to assess involvement in the career education process in the state.								△											
9.4 Field-test instruments and methods in sample school districts.							▲	▲											
9.5 Analyze data and report findings.												△							
10.1 Gather and aggregate data on school district evaluation efforts.	Determine the number of published and disseminated guidelines, models, and reports.									△	△		△	△	△	△	△	△	
10.2 Convene local and county representatives to develop evaluation instruments for determining the effectiveness of career education activities on learners.										△	△		△	△	△	△	△	△	

Communicating and Disseminating Practices and Products (Cont.)

What is	What should be	Objective
11. An effective dissemination system for career education practices and products does not exist.	A comprehensive dissemination system should be established to provide access to career education practices and products at all levels statewide.	To establish a comprehensive dissemination system to promote the use of career education practices and products

Activities	Evaluation	Time line																	
		1978												1979-83					
		J	A	S	O	N	D	J	F	M	A	M	J	79	80	81	82	83	
10.3 Monitor and review district evaluation efforts and provide recommendations.													△	△	△	△	△		
10.4 Prepare and publish an annual report, based on evaluation data, describing the effectiveness of career education in California.														△	△	△	△	△	
11.1 Develop a communication network using new and existing systems for collecting and disseminating career education materials or products or both.	Determine evidence of the existence and effectiveness of an accessible information dissemination system.						▲												
11.2 Acquire, collect, and assimilate career information, materials, and products.							▲							△	△	△	△	△	
11.3 Review collected resources on the criteria of age, sex, race, handicap, bias, and stereotyping; appropriateness for all students; and clarity.															△	△	△	△	
11.4 Organize, catalog, and continually update to prepare for dissemination.								▲							△	△	△	△	
11.5 Develop a resource guide of exemplary career education processes and products and sample career education objectives and strategies.										△									
11.6 Disseminate information on career education processes and products.								▲							△	△	△	△	
11.7 Evaluate the communication network and continually refine and upgrade.															△	△	△	△	
11.8 Organize and conduct state and regional career education meetings for dissemination.															△	△	△	△	

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Incorporation and articulation of career education goals at all levels of education and among all support organizations and agencies

- Providing assistance to develop leadership, commitment, and coordination for career education efforts
- Providing assistance to expand, improve, and coordinate career education activities
- Developing a regional plan for career education
- Assisting in articulation efforts at all levels of education
- Fostering planning and implementation of pre-service/in-service programs at colleges and universities

Incorporation and utilization of community organizations and agencies in the implementation of career education

- Identifying available career education resources and materials
- Collecting and disseminating occupational needs data
- Reviewing and evaluating career education resources
- Enlisting legislative support for career education

Communication and dissemination of existing effective career education practices and products

- Assisting in assessing the extent of local career education activities
- Assessing the extent of county career education activities
- Determining the impact of career education activities on learners
- Expanding and improving existing regional dissemination systems

Guidelines for Local Implementation

Statewide Implementation



Chapter 4

Guidelines for Offices of County Superintendents of Schools

Offices of county superintendents of schools are asked to provide professional assistance to schools, school districts, and community groups in implementing the thrusts of the California Plan for Career Education. Chapter 4 outlines the types of professional assistance and planning steps the offices of county superintendents of schools may want to address in meeting the needs of schools, school districts, and community groups within their service area. Adaptation of the planning steps is encouraged to be consistent with administrative and service delivery procedures of the offices of county superintendents of schools.

*Incorporating and Articulating Career Education Goals at All Levels
of Education and Among All Support Organizations and Agencies*

Career education need	Suggested objectives
1. Develop leadership, commitment, and coordination for career education efforts.	1.1 To provide assistance to schools and school districts in obtaining leadership commitment to infuse career education goals into existing subject-matter and guidance frameworks and guidelines
2. Coordinate state, regional, and local efforts to implement career education in instructional and guidance systems.	2.1 To infuse career education goals into regional and county instructional and guidance programs, services, and courses of study

Suggested activities	Related objective for State Department of Education
1.1.1 Develop county administrative policy related to state career education objectives for providing assistance to schools, school districts, and community groups. 1.1.2 Establish plans and procedures for providing career education resources and services to local educational institutions, organizations, and agencies. 1.1.3 Designate a person or persons as primarily responsible for career education efforts. 1.1.4 Establish a communication system among personnel involved in the management, coordination, and supervision of career education.	1. Cooperative planning 3. Regional plans
2.1.1 Provide inservice training on the concept of career education for all county staff members who provide professional assistance to teachers, counselors, administrators, and community representatives. 2.1.2 Provide consultation and inservice training for personnel in schools and school districts on general career education information, materials development, implementation strategies, and development of basic skills through the application of career education goals. 2.1.3 Conduct inservice training for personnel in schools and school districts, community groups, and special education services regional offices to explain career education and aid staff members in infusing career education goals into instructional and guidance programs. 2.1.4 Assist personnel in schools, school districts, and special education services regional offices in reviewing programs to determine whether any populations are excluded from career education experiences. 2.1.5 Conduct workshops for local educational agencies, focusing on the recognition and elimination of bias and stereotypes because of age, sex, race, or handicap. 2.1.6 Work cooperatively with colleges and universities to develop undergraduate and graduate programs related to the goals of career education.	2. Articulation and coordination of career education 3. Comprehensive plans

Incorporating and Articulating Goals (Cont.)

Career education need	Suggested objectives
3. Develop and coordinate comprehensive regional and local plans for career education to meet the career development needs of all learners.	3.1 To develop a regional plan for career education to provide professional assistance to schools, school districts, and organizations
4. Articulate and coordinate career education efforts at all educational levels.	4.1 To assist and participate in articulation efforts among all levels of education (preschool, elementary, secondary, and postsecondary)

Suggested activities	Related objective for State Department of Education
3.1.1 Contact representatives of business, industry, labor, and government and solicit membership on advisory committee. 3.1.2 Contact representatives of special populations for membership on advisory committee. 3.1.3 Identify broad objectives and specific short-range (one-year) and general long-range (five-year) objectives, activities, and resources (staff, budget, time lines) for assisting schools and school districts with systematic planning and implementation of career education. 3.1.4 Relate current objectives and activities to previous accomplishments in providing professional assistance to schools, school districts, and community groups in the implementation of career education. 3.1.5 Develop a regional plan for career education to incorporate career education goals into all county instructional and guidance programs. 3.1.6 Assist schools, school districts, and community groups in preparing a comprehensive district plan for career education and in obtaining funds for career education.	3. Comprehensive operational plan
4.1.1 Request that superintendents of school districts provide the names and addresses of persons at school sites and district offices responsible for or implementing career education activities. Compile a list of the names and addresses, print, and disseminate. 4.1.2 Request that each community college president name a career education contact person or persons. Print and disseminate. 4.1.3 Request that each college or university president name a career education contact person or persons. Print and disseminate. 4.1.4 Develop or provide samples of sequential career education objectives and activities appropriate for all age spans (kindergarten through grade three, grades four through six, grades seven and eight, grades nine through twelve, and adult school).	4. Articulation

Incorporating and Articulating Goals (Cont.)

Career education need	Suggested objectives
5. Develop preservice and inservice career education programs designed to assist all teachers, counselors, and administrators in meeting the needs of all students, with emphasis on the needs of special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities).	5.1 To foster the planning and implementation of preservice and inservice programs at colleges and universities—programs designed to meet the career development needs of all learners, with emphasis on special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities)
<i>Incorporating and Utilizing Community Organizations and Agencies in the Implementation of Career Education</i>	
6. Expand and coordinate the use of community resources to foster the career development of individuals.	6.1 To identify, in cooperation with business, industry, and labor groups, the kinds of support services available to meet the career development needs of learners 6.2 To collect and disseminate occupational needs data from business, industry, labor, the professions, government, and the military for development of career education activities

Suggested activities	Related objective for State Department of Education
5.1.1 Provide professional assistance in preservice and inservice program development with reference to: - Career education goals - Needs of special populations - Development of work stations and coordination of work-school experiences for handicapped and disadvantaged learners - Instructional, assessment, and counseling skills for serving special populations 5.1.2 Encourage personnel in offices of county superintendents of schools to participate as consultants and teachers in preservice and inservice programs developed by colleges and universities.	5. Preservice and inservice training
6.1.1 Inform county business, industry, labor, professional, government, and military groups about career education and solicit their support for assisting learners to meet career development needs. 6.1.2 Solicit the help of individuals from community groups to serve on regional and county advisory committees as resource persons or sponsors of exploratory work sites. 6.1.3 Develop a listing of people, facilities, materials, and services available for career education activities. 6.1.4 Sponsor cooperatively the exchange of teachers, counselors, and administrators with community representatives at work sites. 6.2.1 Solicit, from business, industry, labor, and government, data on job opportunities and labor needs in the area served by the county. 6.2.2 Summarize collected job market data into usable information to provide career awareness, exploration, and planning information to teachers, counselors, administrators, and learners. 6.2.3 Provide inservice training for personnel from schools and school districts and community groups, using materials summarizing data on occupational needs as a basis for instruction and guidance activities.	6. Community resources

Incorporating and Utilizing Organizations and Agencies (Cont.)

Career education need	Suggested objectives
7. Expand and coordinate the use of community resources to foster the career development of individuals.	7.1 To identify available career education resources and materials for schools and school districts 7.2 To review career education resources for criteria of bias and stereotyping because of age, sex, race, or handicap; appropriateness for special populations; clarity; and the variety of needs in local educational agencies

Suggested activities	Related objective for State Department of Education
7.1.1 Identify, collect, and publicize available career education materials from schools and school districts, colleges, universities, and commercial vendors. 7.1.2 Survey members of business, industry, labor, the professions, government, and the military as to willingness to participate in school programs. 7.1.3 Publicize the names and types of community personnel and resources available for use in school programs. 7.1.4 Encourage the use of county career education resource centers by schools, school districts, and community groups. 7.2.1 Establish guidelines for eliminating bias and stereotyping for county staff members, schools, and school districts to use in evaluating activities and materials. 7.2.2 Conduct inservice training on bias and stereotyping to assist staff members and personnel in schools, school districts, and community groups in recognizing bias and stereotyping. 7.2.3 Review and evaluate career education materials and make recommendations as to the appropriateness of materials for special populations. 7.2.4 Publish and disseminate booklets, handbooks, and newsletters annotating career education resources.	7. Utilization of community resources

Incorporating and Utilizing Organizations and Agencies (Cont.)

Career education need	Suggested objectives
8. Provide supplemental funding through legislation for comprehensive career education planning and implementation.	8.1 To communicate to legislators the purposes of and need for career education

Suggested activities	Related objective for State Department of Education
8.1.1 Urge county staff members and personnel from schools, school districts, and community groups to communicate with local legislative representatives about exemplary career education activities. 8.1.2 Urge community support personnel (from business, industry, labor, the professions, government, the military) to communicate regularly with legislators about exemplary career education plans and practices. 8.1.3 Provide recommendations for legislative support for career education programs and funding. 8.1.4 Identify legislators who support career education and urge local support of the legislators. 8.1.5 Send copies of legislation related to career education to all persons in the county identified as career education contact persons. 8.1.6 Provide updates on legislation at all career education meetings at the county level.	8. Legislative support

Communicating and Disseminating Existing Effective Career Education Practices and Products

Career education need	Suggested objectives
9. Evaluate the extent and input of career education on children, youths, and adults.	9.1 To assist in an assessment of the extent to which career education activities are provided at the local level 9.2 To assess the extent to which personnel in offices of county superintendents of schools participate in career education activities
	10.1 To conduct regional evaluation studies to determine the impact of career education activities on learners as to meeting their career development needs

Suggested activities	Related objective for State Department of Education
9.1.1 Identify or develop a survey instrument to determine the extent of local involvement in career education activities (preschool through adult school) 9.1.2 Administer the survey instrument in cooperation with school district and school personnel. 9.1.3 Assist school and school district personnel in evaluating survey results to verify the strengths of current programs and identify deficiencies. 9.1.4 Make recommendations to schools and school districts on the basis of the survey to strengthen the implementation of career education. 9.2.1 Monitor county objectives and activities pertaining to the provision of materials, staff development, and consultation with school and school district personnel in planning and implementing career education. 9.2.2 Evaluate the quality, usefulness, and appropriateness of resources, staff development, and professional assistance provided. 9.2.3 Evaluate changes in attitudes, skills, or knowledge of regional and local participants as a result of resources, staff development activities, and professional assistance provided.	9. Evaluation of the extent of career education
10.1.1 Develop evaluation instrument for group data to determine the effect of career education activities on learners. 10.1.2 Administer the instrument in cooperation with school district and school personnel. 10.1.3 Assist schools or school districts in evaluating group item analysis data to verify strengths and identify deficiencies in meeting learner needs. 10.1.4 Summarize the results and make recommendations to strengthen career education activities.	10. Evaluation of the impact of career education

Communicating and Disseminating Practices and Products (Cont.)

Career education need	Suggested objectives
11. Improve and provide dissemination of career education processes and resources.	11.1 To expand and improve existing regional dissemination systems for the schools and the community

Suggested activities	Related objective for State Department of Education
11.1.1 Identify, collect, and publicize exemplary career education practices and products. 11.1.2 Organize, catalog, and continually update the career education resource collection to prepare for dissemination. 11.1.3 Develop a sharing and lending system of collected exemplary career education resources. 11.1.4 Encourage the use of existing exemplary practices and products through newsletters, workshops, and consultations. 11.1.5 Evaluate the communication and dissemination network regularly and refine the network as needed.	11. Dissemination

The Challenge: A Call for Cooperative Action
 Purpose of the Plan
 Rationale for the Plan
 Definitions
 Why Career Education?
 Need for Career Education in California
 General Learner Goal
 Career Education Goals
 Conceptual Model of Career Education

Validation of Needs and Planning Objectives

Role and Responsibilities of the State Department of Education

Guidelines for Offices of County Superintendents of Schools

Guidelines for Local Implementation

Incorporation and articulation of career education goals at all levels of education and among all support organizations and agencies • Obtaining leadership commitment • Infusing career education goals into instructional and guidance programs (kindergarten through adult school) • Developing and implementing a comprehensive district plan for career education • Participating in articulation efforts • Developing a college-wide and university-wide/preservice and in-service career education program	Incorporation and utilization of community organization and agencies in the implementation of career education • Identifying and utilizing community resources effectively and efficiently • Providing occupational data needs for planning career education objectives and activities • Developing a coordinated system for utilizing community resources • Communicating to local legislators the purpose of and needs for career education	Communication and dissemination of effective career education practices and products • Determining the extent of local involvement and the need for career education • Determining the effectiveness of existing career education activities • Expanding and improving local career education resource dissemination systems
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Statewide Implementation

Chapter 5

Guidelines for Local Implementation



In an attempt to achieve the goals of career education for all learners, local educational agencies are asked to develop and implement career education plans with the assistance of offices of county superintendents of schools and the State Department of Education. The plans should be consistent with the California Plan for Career Education.

In Chapter 5 are contained the illustrative planning and implementation steps for local educational agencies. Adaptation of these steps to the administrative and program development procedures of schools and school districts is encouraged. The guidelines presented serve only as a model for developing plans consistent with statewide career education efforts. Steps and time lines may vary among districts according to previous career education efforts and accomplishments.

The State Department of Education recognizes that many school districts have already completed some of the steps suggested in the implementation of a comprehensive (kindergarten through adult school) career education effort. The guidelines contained in this chapter are designed so that a school district can use the guidelines to fit its particular situation.

*Incorporating and Articulating Career Education Goals at All Levels
of Education and Among All Support Organizations and Agencies*

Career education need	Suggested objectives
1. Develop leadership, commitment, and coordination for career education efforts.	1.1 To obtain leadership commitment for career education goals from local leaders and policy makers for infusing career education goals into instructional and guidance programs
2. Coordinate state, regional, and local efforts to implement career education in instructional and guidance systems.	2.1 To infuse career education goals into instructional and guidance programs (kindergarten through adult school)

Suggested activities	Related objective for State Department of Education
1.1.1 Establish an advisory group and develop recommended policy statements for policy makers, leadership personnel, and career education practitioners. (See Appendix C for sample policy statements.) 1.1.2 Communicate the goals of career education to local policy makers and leadership personnel for implementing educational reform outlined in Assembly Bill 65 (the School Improvement Program); Assembly Bill 3408 (Proficiency Testing); and RISE (Reform of Intermediate and Secondary Education). 1.1.3 Develop and implement activities designed to inform community representatives of the career education goals. 1.1.4 Develop and implement public relations activities to promote a commitment to career education by school district and school staff members.	1. Cooperative planning
2.1.1 Develop and conduct inservice programs for teachers, counselors, administrators, and community representatives, emphasizing the following components: - Career education goals - Infusion strategies - Community parental involvement - Meeting the needs of special populations - Roles of guidance and instruction in career education - Applications, implications, and options from career education goals 2.1.2 Promote the translation of career education goals into objectives, strategies, and anticipated outcomes in all instructional and guidance programs. (See Appendix F.) 2.1.3 Develop courses of study and instructional units that infuse career education goals into learning experiences for all learners. 2.1.4 Infuse career education goals into individual educational plans for the handicapped. 2.1.5 Stress the relationship of basic skills to career development.	2. Articulation and communication of career education 3. Comprehensive plans

Incorporating and Articulating Goals (Cont.)

Career education need	Suggested objectives
3. Develop and coordinate comprehensive regional and local plans for career education to meet the career development of all learners.	3.1 To develop and implement a comprehensive district plan for career education which contains the following elements: - Needs assessment - Staff development - Instructional and guidance strategies - Community resources and materials - Evaluation - Funding - Elimination of bias and stereotyping because of age, sex, race, or handicap

Suggested activities	Related objective for State Department of Education
3.1.1 Adapt or adopt policies to support a comprehensive plan to provide career education opportunities for all learners at all levels. 3.1.2 Develop and implement an assessment of career education needs of learners. 3.1.3 Form an advisory council representing teachers, counselors, students, parents, administrators, and the community (business, industry, labor, the professions, government) to assist in the development of a career education plan, kindergarten through adult school. 3.1.4 Establish career education program goals to provide a basis for career education activities. 3.1.5 Develop objectives and strategies for infusing the eight career education goals into curriculum, counseling, and guidance services and community and parental involvement programs. (See Appendix F for examples.) 3.1.6 Provide continuous career education staff development for teachers, counselors, and administrators. 3.1.7 Develop the skills of staff members and administrators to evaluate existing instruction and guidance programs for achieving desired learner outcomes. 3.1.8 Design and implement an evaluation method for determining the effectiveness of career education plans to achieve desired outcomes for learners. 3.1.9 Eliminate activities, materials, and resources which support bias and stereotyping because of age, race, sex, or handicap. 3.1.10 Provide for career counseling, work experience, work-study, and job or educational placement for all students who would benefit. 3.1.11 Provide and promote opportunities for representatives of business, industry, labor, the professions, government, and the military to become involved in the career education process. 3.1.12 Assess periodically the extent or progress of implementing the career education process. (See Appendix G.)	3. Comprehensive plans

Incorporating and Articulating Goals (Cont.)

Career education need	Suggested objectives
4. Articulate and coordinate career education efforts at all educational levels.	4.1 To participate in articulation efforts among all levels of education (preschool, elementary, secondary, and postsecondary), with emphasis on transition between levels
5. Develop preservice and inservice career education programs at colleges and universities to assist teachers, counselors, and administrators in meeting the needs of handicapped and disadvantaged students.	5.1 To develop a collegewide and universitywide preservice and inservice career education program designed to meet the career development needs of all learners, with emphasis on special populations (e.g., the handicapped, the disadvantaged, the gifted and talented, and minorities)

Suggested activities	Related objective for State Department of Education
4.1.1 Request that elementary, secondary, and postsecondary schools and institutions identify a representative for a career education articulation committee. 4.1.2 Provide opportunities for elementary, secondary, and postsecondary staff members to coordinate and develop a sequential career education process. 4.1.3 Provide opportunities for staff members at various grade levels and schools to share activities and strategies and coordinate and develop consistent career education objectives.	4. Articulation
5.1.1 Develop and conduct a survey of education practitioners to determine their needs in developing and implementing career education activities. 5.1.2 Develop and conduct needs assessments with personnel enrolled in training institutions for teachers, counselors, and administrators to identify existing deficiencies in developing and implementing career education activities. 5.1.3 Evaluate results from needs assessments and surveys and identify existing deficiencies. 5.1.4 Design and conduct staff development programs, with emphasis on the following: - Career education goals - Infusion strategies for instructional and guidance programs - Use of community resources - Strategies for meeting the career development needs of special populations - Techniques for communicating with other funded and mandated programs (e.g., special education; vocational education; ESEA, Title I) - Techniques for coordinating and articulating career education opportunities for children, youths, and adults 5.1.5 Solicit involvement in inservice training programs through activities such as college course announcements, extension courses, and community outreach activities. 5.1.6 Evaluate the effectiveness of preservice and inservice training programs.	5. Preservice and inservice training programs

*Incorporating and Utilizing Community Organizations and Agencies
in the Implementation of Career Education*

Career education need	Suggested objectives
6. Expand and coordinate the use of community resources to foster the career development of individuals.	6.1 To develop a coordinated system for utilizing community resources
7. Expand and coordinate the use of community resources to foster the career development of individuals.	7.1 To identify and use community resources effectively and efficiently

Suggested activities	Related objective for State Department of Education
6.1.1 Develop policies and procedures for soliciting parental and community involvement. 6.1.2 Identify the person or persons responsible for coordinating the use of community resources. 6.1.3 Catalog community resources according to persons, materials, facilities, and services. 6.1.4 Publicize the system or procedure for using parental and community resources. 6.1.5 Monitor the use of community resources to prevent the overutilization and underutilization of community resources. 6.1.6 Provide appropriate follow-up.	6. Community resources
7.1.1 Work cooperatively with county personnel to contact and inform local business, industry, labor, professional, government, and military groups about career education and to solicit community support for assisting learners to meet career development needs. 7.1.2 Use and supplement regional and county lists of people, facilities, materials, and services available for career education activities. 7.1.3 Identify occupational needs from data collected from business, industry, labor, the professions, the government, and the military. 7.1.4 Conduct or participate in inservice training on collected materials summarizing data on occupational needs. 7.1.5 Identify local delivery systems for communicating data on occupational needs. 7.1.6 Develop appropriate instructional and guidance programs based on collected occupational needs data to provide to learners information on career awareness, exploration, and planning.	7. Utilization of community resources

Incorporating and Utilizing Organizations and Agencies (Cont.)

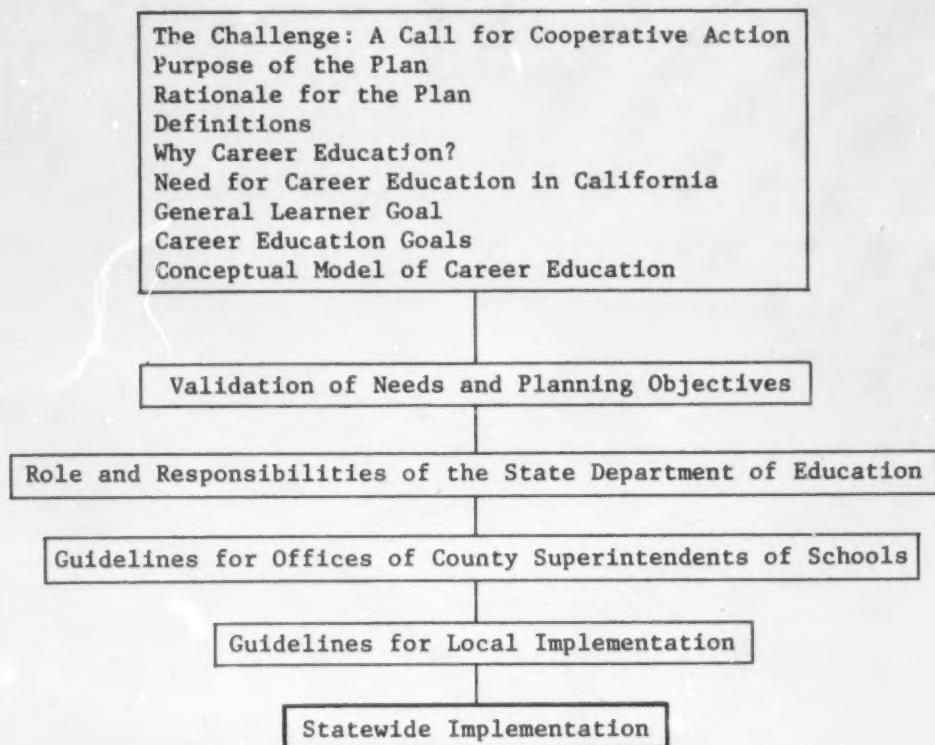
Career education need	Suggested objectives
8. Provide supplemental funding through legislation for comprehensive career education planning and implementation.	8.1 To communicate to local legislators the purposes and needs for career education
<i>Communicating and Disseminating Effective Career Education Practices and Products</i>	
9. Evaluate the extent of career education on the education of children, youths, and adults.	9.1 To determine the extent of local involvement and need for career education

Suggested activities	Related objective for State Department of Education
8.1.1 Urge teachers, counselors, and administrators to communicate with local legislative representatives about exemplary career education activities. 8.1.2 Urge community support persons (from business, industry, labor, the professions, government, and the military) to communicate regularly with legislators about exemplary career education plans and practices. 8.1.3 Provide recommendations for legislative support for career education programs and funding. 8.1.4 Identify legislators who support career education and urge local support of these legislators. 8.1.5 Provide legislative updates at all career education meetings held locally.	8. Legislative support
9.1.1 Identify or develop one or more evaluation instruments to determine the extent of local involvement in career education activities (kindergarten through adult school): - Staff development - Curriculum development - Guidance - Community involvement 9.1.2 Administer one or more evaluation instruments at all schools or at a sample of schools in the school district. 9.1.3 Examine all individual educational plans for the handicapped for goals and objectives related to career education. 9.1.4 Evaluate survey results to verify strengths and identify deficiencies in current programs. 9.1.5 Prioritize needs identified in the survey and develop a plan to strengthen the implementation of career education.	9. Evaluation of the extent of career education

Communicating and Disseminating Practices and Products (Cont.)

Career education need	Suggested objectives
10. Evaluate the impact of career education on children, youths, and adults.	10.1 To determine the effectiveness of existing career education activities in meeting the career development needs of all learners
11. Improve and provide dissemination of career education processes and resources.	11.1 To expand and improve local career education resource dissemination systems

Suggested activities	Related objective for State Department of Education
10.1.1 Develop and administer one or more evaluation instruments designed to assess the effectiveness of career education activities in instructional and guidance programs on the career maturity of learners and the meeting of career development needs. 10.1.2 Evaluate collected data, using group item analysis to verify strengths and identify deficiencies in meeting the needs of learners. 10.1.3 Summarize evaluation results and make program recommendations to strengthen career education activities. 10.1.4 Develop and implement a plan to strengthen career education activities.	10. Evaluation of the effectiveness of career education
11.1.1 Provide for small school districts a resource center for commercially developed and district-developed publications, teaching materials, and media materials on career education. 11.1.2 Develop and publish a listing and description (resource directory) of available materials in the resource center for use by regional and local staff members. 11.1.3 Plan and implement a checkout system for materials. 11.1.4 Encourage the use of existing dissemination systems to expand access to and sharing of career education resources. 11.1.5 Encourage teachers, counselors, and administrators to discover, develop, or adapt ideas and resources from exemplary career education processes and products. 11.1.6 Develop demonstration centers for noteworthy and exemplary processes and products.	11. Dissemination



Chapter 6

Statewide Implementation



Implementation of career education suggests a reorientation of education at all levels through which the career development potentials of individuals can be better achieved. Implementation objectives, guidelines, and activities in the California Plan for Career Education focus on infusing career education activities, applications, and options into all educational programs in the state. Each educational institution, organization, and agency infusing the career education concept into its programs may wish to consider the following priorities for implementing career education:

- Adapting or adopting policies and making leadership and financial commitments
- Analyzing existing programs of instruction and guidance to design career education objectives for learners
- Infusing career education goals into instructional and guidance programs at appropriate levels as the needs and maturation of learners require
- Providing staff development programs designed to prepare teachers, counselors, administrators, and community representatives to obtain and employ skills for developing curriculum, providing learning experiences, using community resources, and coordinating or articulating career education opportunities for children, youths, and adults.
- Discovering, developing, or adapting ideas and resources from exemplary career education processes and products
- Using existing dissemination systems to expand access to and sharing of career education resources

Successful infusion of career education goals into instructional and guidance programs requires an implementation process through which the goals can be translated into an educational program designed to meet learner needs. The implementation process described on the following page serves as a vehicle through which the career education goals can be translated into program goals, objectives, and strategies.

A key outcome of the implementation process is the design of a comprehensive educational framework providing for the developmental needs of learners (in kindergarten through grade three, grades four through six, grades seven and eight, grades nine through twelve, and adult school) and avoiding unnecessary duplication in objectives and strategies.

Implementation Process

1. Assessing desired outcomes--the process for assessing the thought and feelings of students, parents, teachers, community representatives, and other adults about what outcomes they desire as a result of the career education process
2. Assessing current status--the process for assessing the objectives, activities, resources, and outcomes of a program as it now exists
3. Establishing program goals--the process of defining the educational outcomes toward which a total program for implementing career education goals will be directed for a prescribed period of time
4. Developing objectives--the process of defining measurable and/or observable behavior that an identifiable group of individuals will be helped to seek by participation in specific learning activities
5. Selecting strategies--the process of defining the general methods, approaches, techniques which will be used to help learners attain objectives
6. Providing staff development--the process for planning and implementing programs designed to give staff members necessary additional skills needed to help plan and implement the program
7. Conducting evaluation--the process of obtaining the kinds of information that will be helpful in making decisions for the development, implementation, and improvement of the career education process¹

Comprehensive career education plans developed from the implementation process by educational institutions, organizations, and agencies provide the major vehicle for statewide implementation of the career education concept. Comprehensive plans emphasize needs assessment, management, staff development, community and parental involvement, and evaluation. Educational tasks for each emphasis are illustrated as follows:

1. Needs Assessment

- a. Determine the critical needs of the population being served.
- b. Determine the need for institutional staff and resources required to meet learner needs.

¹A Planning Model for Developing a Career Guidance Curriculum. California Personnel and Guidance Association Monograph Number 12. Sacramento: California State Department of Education, Pupil Personnel Services, 1978, p. 4.

2. Management

- a. Adapt or adopt policies to support plans providing career education opportunities to all learners.
- b. Manage the development and dissemination of resources.
- c. Obtain staff commitment to undertake tasks described in the comprehensive plan.
- d. Provide continuous staff development for teachers, counselors, and administrators by means of preservice and inservice training.
- e. Provide opportunities for elementary, secondary, and post-secondary staff groups to coordinate and articulate career education activities.

3. Staff Development

- a. Develop ability to analyze and evaluate existing instructional and guidance programs to determine the extent of career education activities.
- b. Develop ability to infuse career education goals into existing instructional and guidance programs.

4. Community and Parental Involvement

- a. Promote opportunities for community members and parents to become involved in the career education process.
- b. Use community resources effectively and efficiently.
- c. Involve parents and other community members in the design and implementation of a comprehensive career education plan.
- d. Involve students and community members in planning for work observations, exploration, and "hands-on" experiences.

5. Evaluation

- a. Provide objective-referenced evaluation of student growth related to career education goals.
- b. Relate evaluation of career education products to ongoing assessment practices.
- c. Provide for evaluation of the effectiveness of operational plans to achieve desired outcomes for learners.

Strategies to facilitate the implementation of career education emphasize the use of models developed in prior successful activities and accomplishments. The following strategies are key tasks to consider when using the implementation process:

- 1. Use or adapt the extensive modeling plans developed to infuse the career education process as much as possible.
- 2. Avoid "reinventing the wheel." Do not lose the sense of proprietorship gained from refining and revising the efforts of others.
- 3. Plan and provide for continuous communication and coordination when using community resources (people, materials, and facilities).
- 4. Use and disseminate resources as an aid to others.

Career education does not have to be an expensive approach to educational reform and can be implemented within the existing financial limitations of educational systems and agencies. Economical implementation should include the following strategies:

1. Infusion of career education goals into existing curriculum, instruction, guidance, and counseling
2. Use of services provided by the community
3. Infusion of the career education concept into existing staff development programs

As a supplement to local financial support for career education, state and federal funding sources are available, mostly on a competitive basis. Existing funding sources include:

- Career Education Incentive Act, Public Law 95-207
- ESEA, Title IV-B (entitlement grant)
- ESEA, Title IV-C (competitive funding program; direct application to State Department of Education)
- Assembly Bill 65, School Improvement Program (direct application to State Department of Education)
- Career Education Programs, Public Law 93-380 (direct application to State Department of Education)
- Experimental Demonstration and Teacher Training Projects, Public Law 91-230, Section 309, Adult Education (direct application to State Department of Education)
- Youth Employment and Demonstration Projects Act of 1977, Public Law 95-93, CETA, Title II, Part C, Youth Employment Demonstration Programs (direct application to prime sponsors identified by State Manpower Planning Office)
- Vocational Education Act of 1976, Public Law 94-482, Subpart 3 (community colleges--direct application to Chancellor's Office, California Community Colleges; all other agencies and institutions, direct application to State Department of Education)
- ESEA, Title I, Compensatory Education (grant; direct application to State Department of Education)
- ESEA, Title VII, Bilingual Bicultural Education (direct application to U.S. Office of Education)
- Bilingual Education Act of 1972 (competitive funding program; direct application to State Department of Education)
- Chacon-Mosconi Bilingual Act of 1976 (competitive funding program; direct application to State Department of Education)
- Education of Handicapped Children, Public Law 94-142 (direct application to U.S. Office of Education)
- California Master Plan for Special Education

Appendix A

Prior Activities and Accomplishments

The concept of career education in California has received much attention from educators and noneducators since its inception in 1971. California State Department of Education efforts have resulted in considerable career education activity in offices of county superintendents of schools, school districts, and elsewhere.

In response to the suggestion of Sidney P. Marland, Jr., former U.S. Commissioner of Education, that all education should be career-oriented, Wilson Riles, California's Superintendent of Public Instruction, designated career education as a departmental priority and appointed personnel to form a Career Education Task Force in September, 1971. The task force was given the charge "to determine the state of the art in career education; to make explicit what the concept 'career education' means; to develop operational career education models; to provide statewide leadership in career education efforts; and to outline a strategy for state leadership in the development and expansion of career education." With this charge the Task Force members developed the Career Education Operation Plan (1972), which provided the conceptual base for implementing and evaluating career education models at selected demonstration sites.

Major career education efforts of the California State Department of Education from 1971 through 1975 were supported by the Vocational Education Act, Part C and Part D; and by Public Law 90-576. Ten project sites were selected for career education implementation.¹

The initial and subsequent career education projects summarized in Appendix B focused on five thrusts. The thrusts included:

1. Promoting self-awareness, career awareness, career orientation, career guidance, and placement
2. Revising the curriculum to integrate the concept of career education, utilizing community resources
3. Developing career guidance centers and student information retrieval systems
4. Providing for students on-site visits to places of employment

One career education project, Experience-Based Career Education (EBCE), developed at the Far Western Laboratory, combines all five thrusts and has been funded by the National Institute of Education. EBCE is an alternative program of comprehensive secondary education in which the entire community is used as a school. Focusing on direct experience at a variety of employer sites, EBCE promotes student growth in basic, career, and life skills and prepares learners to enter college, seek employment, or go on to further training.

¹The project sites included the Camino Union Elementary School District; the Ceres Unified School District; the Covina-Valley Unified School District; the Los Angeles Unified School District; the Monterey Peninsula Unified School District; Orange County Consortium (Orange Unified School District, the Santa Ana Unified School District, and the Rancho Santiago Community College); the Richmond Unified School District; the Sacramento City Unified School District; the Office of the San Diego County Superintendent of Schools; the Office of the San Mateo County Superintendent of Schools; the Santa Barbara Elementary and High School Districts; and the Office of the Sonoma County Superintendent of Schools.

Many school and community practices have been developed to aid the implementation of career education since 1971. The community partnership of business, industry, labor, the professions, and education provided students maximum educational opportunities and increased student awareness of the realities of life roles outside the school environment. Some of the partnership practices which involve the community in the instructional and guidance programs in schools are the following:

The Redwood City Rotary Club publishes a list of its members by occupation and special interests. This list is available to local school personnel for their use in setting up individual or group student interviews with representatives from a variety of occupations. The Rotary resources are also used to augment classroom learning in such areas as science, mathematics, English, government, and business practices.

The Bay Area Air Pollution Control District provides an outstanding service to schools. An information officer is available to visit classrooms throughout the Bay Area to discuss a wide range of environmental concerns as well as job opportunities in the environmental field. An excellent slide show has been prepared to accompany this presentation.

The Pacific Telephone Company makes available to schools a wide variety of teaching and learning materials. The company's Tele-Trainer Kit is a useful device for teaching communication skills, electronics, and office practices. Pacific Telephone has also produced a science kit, which is available to classroom teachers, and a variety of films which provide information on careers in the communications industry and areas of related interest.

The California Employment Development Department (EDD) provides temporary employment and a comprehensive training program for school counselors in local manpower offices throughout the state during the summer months. The training program explores the differences between schools and businesses and describes effective methods for gathering information about entry-level job opportunities, requirements, and wages and salaries. The counselors devote a significant portion of their summer employment to visiting business and industry sites and gathering job information that can be used in counseling students.

The success of this summer program has prompted the San Diego City Unified School District to adopt a similar abbreviated program for all of its counselors. The local EDD personnel assist in the counselor training and arrange visits to local businesses and industry sites.

The Industry-Education Council of California has more than 20 cooperative demonstration projects that pair education with community learning opportunities. These projects provide examples of how business, industry, labor, and education can build statewide partnerships.

Pacific Southwest Airlines (PSA) and the San Diego City Unified School District have established a cooperative course in airline operations. During the first semester the students meet in a PSA classroom and are instructed by airline personnel on aircraft dynamics, flight theory, aircraft maintenance, laws regulating the airlines, and the role of the airline

as a public service agency. In the second semester the students are given an opportunity to apply the principles and knowledge from the first semester in on-the-job experience.

Dissemination systems have been developed to allow significant numbers of state, regional, and local educational agencies and personnel to implement the career education concept. These systems include the Master Trainer Program, state career education publications, and audiovisual presentations.

In developing and implementing the Master Trainer Program, the State Department of Education has worked closely with the California Association of Work Experience Educators (CAWEE) to develop a cadre of master trainers. After receiving intensive training in career education, the master trainers work with other teachers, counselors, and administrators to develop and infuse career education activities into instructional and guidance programs. The master trainers, in effect, expand the available services from the State Department of Education and play a primary role in the implementation of career education in selected California districts. A roster of more than 50 master trainers is available and is being utilized.

A series of state career education publications has been published to provide local, regional, and state education representatives with materials useful in planning and implementing programs fostering career development. These publications include:

- Career Development: A California Model for Career Guidance Curriculum, K--Adult
- Career Education Microfiche Collection Catalog
- Implementing Career Education: An Administrator's Handbook
- Implementing Career Education: Community Involvement
- Implementing Career Education: Concept and Process
- Implementing Career Education: Exemplary Practices
- Implementing Career Education: Instructional Strategies Guide
- Implementing Career Education: Nine Model Practices
- Implementing Career Education: Resources Guide
- A Planning Model for Developing a Career Guidance Curriculum
- A Position Paper on Career Development and Preparation in California
- Preparing Young Women for Work: A Handbook of Career Counseling Strategies for High School Women
- Sources of Information on Career Education: An Annotated Bibliography

Audiovisual materials on career development and career education have been developed and distributed throughout the state. The audiovisual materials include two slide-tape presentations focusing on career education implementation (Infusion and Use of Community Resources) and a 16 mm color and sound film describing the career development of individuals.

Appendix B

Recently Funded Programs/Projects in Career Education

Model strategy	Description	Programs/Projects	Sites	Funding sources
Curriculum legalization	Infusion of career education/career development concepts into the regular curriculum	Building Bridges of Relevance Between Schools and Careers in the 70's	Covina-Valley Unified School District	VEA, Part C
		CERES (Career Education Responsive to Every Student)	Ceres Unified School District	VEA, Part D
		CHOICE (Children Have Options in Career Education), kindergarten through grade twelve	San Diego City Unified School District	ESEA, Title IV-C (1973--1978)
		Wonders of Work, grades four through six	Los Angeles Unified School District	ESEA, Title IV-C (1976--1979)
		CUES (Career Units for ESL Students), grades ten through twelve	Los Angeles Unified School District	ESEA, Title IV-C (1977--1980)
		Project WORTH (Work Options Related to the Handicapped), grades four through eight	La Mesa-Spring Valley Elementary School District	ESEA, Title IV-C (1977--1980)
		CARE (Career Activities for Relevant Education)	La Mesa-Spring Valley Elementary School District	ESEA, Title IV-C (1974--1979)
		MATCH (Matching Attitudes and Talents to Career Horizons)	Ontario-Montclair Elementary School District	ESEA, Title IV-C (1974--1979)
		Early Success in School	Fairfax Elementary School District	ESEA, Title IV-C (1975--1980)
		Career Education Model, Orange County Consortium	Orange Unified School District	VEA, Part D

Model strategy	Description	Programs/Projects	Sites	Funding sources
Curriculum legalization		Infusion of Career Guidance Concepts and Practices into the Total Secondary Curriculum (grades nine through twelve)	San Juan Unified School District	ESEA, Title IV-C (1975--1978)
		Alternative Vocational Training for the Trainable Mentally Retarded, ages sixteen through twenty-one	Castro Valley Unified School District	
		CCEM (Comprehensive Career Education Model)	Los Angeles Unified School District	USOE/Ohio State University Center for Vocational and Technical Education
		Incremental Improvement, kindergarten through grade twelve	Monterey Peninsula Unified School District	1976-77 California Consortium 1977-78 Local
		Living Skills for the Blind	Frederic Burk Foundation for Education at San Francisco State University	
		Effect Incremental Improvement in Career Education, Kindergarten Through Grade Twelve, Through One of a Series of Exemplary Programs	Industry Education Council	PL 93-380
		Junior High Curriculum for the Handicapped	Ceres Unified School District	ESEA, Title III
		Rural Model for Career Education	Camino Union Elementary School District	VEA, Part C
89		Career Education Curriculum, Kindergarten Through Grade Twelve, Based on Career Development Concepts	Huntington Beach Union High School District	VEA, Part D

Model strategy	Description	Programs/Projects	Sites	Funding sources
Curriculum legalization		Inner City Model for Career Education	Richmond Unified School District	VEA, Part C
Community classrooms	Practical exploratory work which helps students develop marketable skills and satisfactory work habits; utilizes close contact with business-industry-labor	Participation Education for a Community of Individuals (grades nine through twelve)	Kern Union High School District	ESEA, Title IV-C (1976--1979)
		Program to Increase Industry/Business Community Participation in Junior High School Career Systems (grades seven and eight)	Salinas Union High School District	ESEA, Title IV-C (1977--1980)
		Vocational Development for the Handicapped (grades nine through twelve)	Fremont Union High School District	ESEA, Title IV-C (1977--1980)
		Community Education Laboratory (grades nine through twelve, handicapped)	Huntington Beach Union High School District	ESEA, Title IV-C (1977--1980)
		Project LINKAGE (Learning in New Kinds of Activities and Growth Experiences), grades nine through twelve, handicapped	San Diego City Unified School District	ESEA, Title IV-C (1977--1980)
		Project BITE (Business-Industry-Training-Education)	UCLA, Division of Vocational Education	U.S. Office of Education (1977-78)
		CONFIDENCE (confidence in EMR high school students)	Montebello Unified School District	
		SEARCH (career decision-making classes)	Fremont Unified School District	VEA, Part D

Model strategy	Description	Programs/Projects	Sites	Funding sources
Community resources	Community-based career education	Project Concerned (grades nine through twelve)	Office of the Napa County Superintendent of Schools	ESEA, Title IV-C (1977--1980)
	Community involvement at and outside of the school site	CUES (Career Units for ESL Students), grades ten through twelve	Los Angeles Unified School District	ESEA, TITLE IV-C (1977--1980)
		Project WORTH (Work Options Related to the Handicapped)	La Mesa-Spring Valley Elementary School District	ESEA, Title IV-C (1977--1980)
		The Kingdom of Could Be You (preschool and grades four through eight)	UCLA, Division of Vocational Education	U.S. Office of Education
		Youth Motivation Task Force (YMTF)	Los Angeles Unified School District (initiated by management council)	Management Council for Merit Employment Training and Research (1967, 1970--1977)
		Career Clubs--Explorer Scouts	(Not a directly sponsored organizational activity of the schools or the school community but involves the active collaboration of business, industry, and the schools.)	Boy Scouts of America
		Project BEEP (Business and Education Exchange Program): Teachers and counselors in community	Los Angeles Unified School District	District and Chamber of Commerce
		CIE (Community Involvement in Education), grades seven through nine	Santa Barbara High School District	Local

Model strategy	Description	Programs/Projects	Sites	Funding sources
Community resources (cont.)		Participation Education for a Community of Individuals (grades nine through twelve)	Kern Union High School District	ESEA, Title IV-C
		Camino Cooperative Projects	Camino Union Elementary School District	VEA, Part C
Communications	Community information meetings	Mobile Career Awareness Unit (grades four through six)	Napa Valley Unified School District	ESEA, Title IV-C (1976--1979)
	Newsletters	KCET-TV Career Awareness Project (grades four through six)	KCET-TV (public television station in Los Angeles); Los Angeles Unified School District	National Institute of Education
		California State Facilitator Project	California State University, Chico; Office of the Santa Clara County Superintendent of Schools; Office of the Los Angeles County Superintendent of Schools	ESEA, Title IV-C
		Elementary Career Counseling Project	San Diego City Unified School District	ESEA, Title IV-C
		Vocational Communication for the Deaf	Los Angeles Unified School District	
		Project LOVE (Learning Options in Vocational Education), ages sixteen through twenty-one	San Juan Unified School District	CETA

Model strategy	Description	Programs/Projects	Sites	Funding sources
Career guidance centers	Resource center of career education curriculum materials, career planning information, and information on occupational choices available and preparation	Wonders of Work (grades four through six)	Los Angeles Unified School District	ESEA, Title IV-C (1976--1979)
		Career Education Model, Orange County Consortium	Orange Unified School District	VEA, Part D (1975--1978)
		Career Information Technician (grades nine through twelve)	Fullerton Joint Union High School District	ESEA, Title IV-C
		Camino Cooperative Project	Camino Union School District	VEA, Part C (1971--1974)
		California Pilot Career Guidance Project	Office of the San Diego County Superintendent of Schools	
		Homerooms for Career Guidance Activities	South San Francisco Unified School District	
		The Looking Glass	Fullerton Union High School District	ESEA, Title IV-C
Minisocieties	Classroom environment simulating the consumer and career world	Guidance Centers	Davis Joint Unified School District	PL 93-380
		Wonders of Work (grades four through six)	Los Angeles Unified School District	ESEA, Title IV-C (1976--1979)
		Focus on Curriculum Unifying Skills (grades seven and eight)	San Juan Unified School District	ESEA, Title IV-C (1977--1980)
		Reality Land	Ceres Unified School District	
		Simutown (grades four through six)	Ontario-Montclair Elementary School District	

Model strategy	Description	Programs/Projects	Sites	Funding sources
Instructor's handbook	Compilation of classroom strategies in career education	Women Entrepreneurs Project A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools A Model for Changing Sex Role in the Elementary School	UCLA, Division of Vocational Education Available on microfilm through the California State Department of Education (originally developed in the Sequoia Union High School District) Cupertino Union Elementary School District	U.S. Office of Education ESEA, Title IV-C

Appendix C

Sample Policy Statements

Policy statements developed by decision makers, leadership personnel, and education practitioners provide the support for a continuum of opportunities and options for learners based on the eight career education goals. The following examples of policy statements are offered for consideration, adaptation, and adoption by local, regional, and state educational institutions as well as the community organizations and agencies which support educational institutions with services:

1. California education, educators, and community support groups on behalf of all learners should provide those coordinated and continuous developmental opportunities for all individuals to engage in the career education process to achieve a satisfactory career and life-style.
2. Decision makers and leadership personnel (school district boards of education, county boards of education, community college boards, college and university boards and regents, and their appointed administrative officers) should develop and adopt, within existing policy frameworks, policies, administrative regulations, and climate of support required to infuse career education goals into all instruction and guidance systems for children, youths, and adults.
3. Practitioners (teachers, counselors, administrators, and community support personnel) at all levels of education along with supportive community resource personnel should:
 - a. Assist in the development of comprehensive plans for the implementation of career education and utilization of community resources required to provide continuous career development for all learners.
 - b. Participate and promote staff development in career education for professionals and paraprofessionals to deliver continuous career development opportunities for all learners.
4. Sample Board Policy:

RESOLVED, That it is the policy of the _____ Board of Education to provide every student with an opportunity to understand and appreciate the value of work as it contributes to economic self-sufficiency and social dignity and to provide the opportunity for each student to select a career of his or her choice and gain the necessary education and training to gain employment or pursue additional education required to enter and progress in such a career.

To this end the board directs the following:

- a. Relevant curriculum. All subject matter shall be revised to relate the usefulness of the subject matter to the students' ultimate career directions.
- b. Interdisciplinary cooperation. Wherever possible, teachers of different specialty areas shall cooperate to accomplish instructional objectives related to student career needs.
- c. Career guidance. Career guidance services shall be expanded so that each student will fully understand the career options available for selection and preparation.
- d. Inservice training. Instructional and administrative personnel shall be provided with necessary inservice training to facilitate the understanding and implementation of career education.
- e. Community involvement. An expanded effort shall be made to involve and inform the community concerning the purposes and benefits of career education and the responsibilities shared by school, business, labor, and the community.
- f. Finance. Educational priorities and financial requirements shall be examined and existing resources assessed to determine the need for redirection or acquisition or both of additional finances for implementation of career education.

Appendix D
Student Need

Part I

We need to know your future plans and your present educational and career needs. Please circle the letter that best indicates your plans and needs.

1. Based upon the fact I have now, my plans for the future are:
 - a. No definite plans right now
 - b. To go right to work with no further education
 - c. To graduate from high school and go right to work with no further education
 - d. To graduate from high school and become a housewife
 - e. To graduate from high school and work for a company which will train me on the job or send me to school
 - f. To graduate, then enter military service and go to school there
 - g. To enter military service and go to school after I get out
 - h. To attend a private technical, trade, business, or beautician school
 - i. To take some junior college or adult education courses
 - j. To complete a junior college program (degree or certificate)
 - k. To go to junior college and then transfer to a four-year college
 - l. To go right to a four-year college or university
2. Please note my need at this time for help with educational planning:
 - a. Need considerable help
 - b. Could use additional help
 - c. Plans pretty clear; additional help not needed at this time
3. In planning my educational program, I need the most help in knowing about:
 - a. Graduation requirements
 - b. Possible elective courses
 - c. Course prerequisites (aptitudes, abilities, and skills)
 - d. Career possibilities of elective courses
 - e. Extracurricular activities (sports, clubs, student activities)
 - f. No help needed at this time
4. Please note my need at this time for help with career planning:
 - a. Need considerable help
 - b. Could use additional help
 - c. Plans pretty clear; additional help not needed at this time
5. In planning my career, I need the most help with:
 - a. Training requirements
 - b. Salaries and pay scales
 - c. Work and social roles
 - d. Job skills and behaviors
 - e. Job trends and opportunities
 - f. All of the above
 - g. No help needed at this time
 - h. Other

6. I need the most help with:

- a. Career planning and career information
- b. Information about colleges
- c. Personal problems relating to school
- d. Personal problems outside of school
- e. My own attitudes and values
- f. All of the above
- g. None of the above

7. I could reach my future goals best if my school:

- a. Had more courses or units about careers
- b. Helped me learn how to make decisions
- c. Offered me a chance to observe people at work
- d. Offered different activities each year to help me choose classes I need and find out about careers
- e. Supplied more materials about careers for me to look at
- f. Helped me to find out the kind of work I might be interested in and good at
- g. Other (Please tell what things.)

8. Please list below other needs that you have that you feel the school can help you with.

(This opinionnaire, prepared by Leon Wafer and Toni Marshall of Vista Nueva Continuation High School, Grant Joint Union High School District, was adapted from the Survey of California Secondary School Teachers About Career Education, prepared by Ohanneson, Reyes, and Santoro, 1973.)

Opinions on Career Education

Part II

A. We need your opinion as to how much your school should be doing the things listed below. Please fill in the bubble on your answer card that best tells your opinion as to how often the practice should take place: 1 = Never; 2 = seldom; 3 = often; 4 = always.

1. In my classes we should learn basic skills (reading, writing, math), general knowledge, and the use of subjects in different jobs.
2. We would have a greater desire to learn if what is taught in our classes had some thing to do with our future job plans.
3. My school should take students to different places of work for a chance to see and do various jobs to help them get ready for working.
4. My classes should include activities that help students develop skills for getting a job.
5. My school should keep in touch with graduates and dropouts to make sure that the school's programs are in step with the needs of the job market.
6. My school should ask parents to help teachers with classroom activities.
7. My teachers should help students to find out what things we are good at and how they are useful in different jobs.
8. In my school the academic (math, English), general (music, art, recreation), and vocational (business, shop) teachers should work together to integrate their subject matter.
9. My teachers should help me to understand how living in a family in many ways is like working at a job.
10. My school should have a program so that sometimes teachers and other workers switch jobs with each other for short periods of time.
11. My school should tell parents how important its work experience programs are to students (the Regional Occupational Program and the Neighborhood Youth Corps, for example).
12. In my school students should have a chance to take part in work experience programs.
13. My teachers should invite parents to share knowledge and experience with students.
14. My school should tell paren of the importance of both vocational and academic training.
15. My school should work with employers and working people when deciding what is taught in our classes.
16. My classes should include activities that will help students understand that work is worthwhile.
17. In my classes students should get help in making career choices by first choosing the job group that they want (for example, construction trades) and then the particular job in that group that they want (for example, carpenter).
18. In my class the activities should be partly about preparing for work.
19. My classes should give students information about different jobs.
20. Teachers in my school should have experience in other jobs as well as teaching experience.
21. My teachers should set aside time in class to help students to figure out what to do with their lives.
22. In my classes students should help the teacher choose activities that will help students reach their work goals.
23. Students in my school should be given school credits for knowledge and practical skills learned when on a work experience assignment.

24. Students should leave my school with the basic education, practical skills, and good work habits that will help them to get a job.
25. My school should have a service that finds jobs for students.
- B. We need your opinion as to how much your school does the things listed below. Please fill in the bubble on your answer card that best tells your opinion as to how often the practice does take place: 1 = never; 2 = seldom; 3 = often; 4 = always.
1. My school does have a service that finds jobs for students.
 2. My school does tell parents of the importance of both vocational and academic training.
 3. My school does keep in touch with graduates and dropouts to make sure that the school's programs are in step with the needs of the job market.
 4. In my classes students do help the teacher choose activities that will help students reach their work goals.
 5. Students do leave my school with the basic education, practical skills, and good work habits that will help them to get a job.
 6. My school does ask parents to help teachers with classroom activities.
 7. My school does tell parents how important its work experience programs are to students (the Regional Occupational Program and the Neighborhood Youth Corps, for example).
 8. My teachers do try to increase our desire to learn by teaching things that have something to do with our future job plans.
 9. Teachers in my school do have experience in other jobs as well as teaching experience.
 10. My teachers do help students to find out what things we are good at and how they are useful in different jobs.
 11. My school does work with employers and working people when deciding what is taught in our classes.
 12. In my school students do have a chance to take part in work experience programs.
 13. In my classes, students do learn basic skills (reading, writing, math), general knowledge, and the use of subjects in different jobs.
 14. Students in my school are given school credits for knowledge and practical skills learned when on a work experience assignment.
 15. My teachers do set aside time in class to help students to figure out what they want to do with their lives.
 16. My school does take students to different places of work for a chance to see and do various jobs to help them get ready for working.
 17. In my classes the activities are partly about preparing for work.
 18. My teachers do help me to understand how living in a family in many ways is like working at a job.
 19. In my school the academic (math, English), general (music, art, recreation), and vocational (business, shop) teachers do work together to integrate their subject matter.
 20. My teachers do invite parents to share their knowledge and experience with their students.
 21. My school does have a program so that sometimes teachers and other workers switch jobs with each other for short periods of time.
 22. My classes do include activities that will help students develop skills for getting a job.
 23. My classes do include activities that will help students understand that work is worthwhile.
 24. In my classes students do get help in making career choices by first choosing the job group that they want (for example, construction trades) and then the particular job in that group that they want (for example, carpenter).
 25. My classes do give students information about different jobs.

Sequoia Intermediate School, Newbury Park, CA 91320

CAREER Desired Outcomes

A. Career Planning and Decision Making

Strong Need	Mod- erate Need	Weak Need	No Need	For me:	Need Being Met	Need Partly Being Met	Need Not Being Met
				1. To accept that people are different in their abilities, interests, attitudes, and values.			
				2. To explore my own interests, abilities, attitudes, and values; then, to use what I find out to help me choose a career I might want.			
				3. To understand how my abilities, interests, values and attitudes may be used in more than just one kind of job.			
				4. To be aware that everything I do has an effect on what I learn about myself.			
				5. To be aware that my feelings affect my behavior.			
				6. To understand that what I do each day, including successes and failures, affects how I understand myself and how I develop as a person.			
				7. To know how to make a decision if I know I need something.			
				8. To understand the changing roles and expectations of men and women.			
				9. To know that my abilities and where I live affect choosing my career.			

A. Career Planning and Decision Making (Cont.)

Strong Need	Moder- ate Need	Weak Need	No Need	For me:	Need Being Met	Need Partly Being Met	Need Not Being Met
				10. To understand how I'd need to change if my job were no longer needed.			
				11. To know what kind of job I might have in order to meet the needs of today's society.			
				12. To understand that if I explore many occupations it will make it easier to decide on a career.			
				13. To know how to make decisions that will help me plan a career.			
				14. To take exploratory classes that help me make a decision toward a career.			

B. Education, Work and Leisure Alternatives

				15. To understand the relationship between learning in school and working in a job.			
				16. To understand that: the more serious I am about learning, the more it'll help me as I plan a career.			
				17. To understand how different careers are important to our society.			

B. Education, Work and Leisure Alternatives (Cont.)

Strong Need	Moder- ate Need	Weak Need	No Need	For me:	Need Being Met	Need Partly Being Met	Need Not Being Met
				18. To be aware of the different kinds of jobs within one career field, and how much skill I need in order to get each kind of job.			
				19. To understand the relationship between my school classes and my career plans.			
				20. To understand how the needs of society influence the kinds of jobs that exist.			
				21. To understand that increased knowledge helps change existing jobs and helps create new jobs.			
				22. To understand how jobs change as the community and environment around us change.			
				23. To learn how I can help improve our community and society.			
				24. To be aware that the kind of job a person has affects how much leisure time (free time) he has.			
				25. To learn about the different ways of how to get training for careers and jobs.			

C. Life Styles and Personal Satisfaction

Strong Need	Moder- ate Need	Weak Need	No Need	For me:	Need Being Met	Need Partly Being Met	Need Not Being Met
				26. To understand why people work, and the reasons why they pick one kind of job instead of another.			
				27. To understand that every job has its good points and bad points.			
				28. To understand that the kind of career I have can help make me feel good about myself.			
				29. To learn that sometimes, when some people work, it helps them feel they are important, are worthwhile, belong to a group, and are learning and achieving.			
				30. To learn that my beliefs and values affect my behavior and the decisions I make.			
				31. To understand how I can be happy or unhappy with the same kind of career or job, depending on whether I like the people I work with, the place I work in, the community and other work conditions.			
				32. To use what I know about myself, job, and job happiness to help me choose a possible career.			
				33. To be aware of the ways a person working in a specialty area has to depend on other people in other specialty areas.			
				34. To know how important it is for me to be happy in my job.			

Appendix E

Supportive Concepts for Each Career Education Goal

Career education and the career education process reorient instructional and guidance programs and are based on the following concepts to enable individuals to associate learning to career applications, implications, and options.

For each of the career education goals, basic concepts have been identified. The following outline shows the goals expanded to include the concepts:

1. Basic Skills

Goal: Master the basic skills which are essential to successful preparation for a constructive and satisfying career.

Supportive Concepts of Career Education

- a. Knowledge and skills in different subjects relate to performances in different work roles.
- b. A direct relationship exists between education and employability for an individual

2. Self-Awareness

Goal: Acquire a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.

Supportive Concepts of Career Education

- a. Individuals differ in their interests, aptitudes, abilities, values, and attitudes.
- b. The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.
- c. People have dignity.
- d. Hobbies and interests may lead to a vocation.
- e. Satisfying and rewarding work may bring self-fulfillment.
- f. Persons need to be recognized as having dignity and worth.

3. Attitude Development

Goal: Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.

Supportive Concepts of Career Education

- a. Work means different things to different people.
- b. Personal relationships with co-workers are important to job satisfaction.
- c. An individual's attitude may affect experiences in an occupation.
- d. Relating attitudes and interests to characteristics of occupations improves the probability of satisfaction with occupational choice.
- e. Individuals work to meet personal and social needs and to attain various rewards or satisfactions.

- f. Worthwhile use of leisure time is vital to mental and physical health.
- g. Each individual has a contribution to make to the world of work.
- h. There is dignity in work.
- i. Work is important to the worker and to society.

4. Educational Awareness

Goal: Recognize that all educational experiences are integrated with total career development and preparation.

Supportive Concepts of Career Education

- a. There is a relationship between the commitment to education and work and the availability and utilization of leisure time.
- b. In the future, individuals may have to be continually involved in retraining for maintenance of occupational status.
- c. Individuals require education to cope with a changing society.
- d. Education and work are interrelated.
- e. School is part of the preparation for a life of work.

5. Career Awareness and Exploration

Goal: Develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing personal values, interests, and aptitudes.

Supportive Concepts of Career Education

- a. There is a wide variety of occupations that may be classified in several ways.
- b. Information about occupations is needed by all individuals.
- c. Individuals are oriented to data, people, and things.
- d. Jobs are grouped by job families or clusters.
- e. Individuals may find many jobs which are suitable for them.
- f. Society is dependent on the work of many people.
- g. People do many kinds of work.
- h. Career areas have a hierarchical structure.

6. Career Planning and Decision Making

Goal: Develop an understanding of the interrelationships among self, work, leisure, and society and apply this knowledge in making wise decisions along the career development continuum.

Supportive Concepts of Career Education

- a. Environment and individual potential interact to influence career development.
- b. Individuals must be adaptable in a changing society.
- c. Job specialization creates interdependency.
- d. Technological progress eliminates changes and creates jobs.
- e. Supply and demand help determine occupational choice.
- f. Occupational choice affects the individual's life-style.
- g. Occupational choice is a developmental process.

- h. Some individuals live in a particular geographical location because of the nature of their work.
- i. Leisure-time activities may affect occupational choice.
- j. Geographical settings affect work.
- k. Individuals are responsible for their own career planning.
- l. Finding out about one's self, interests, and abilities is important in decision making.

7. Career Preparation

Goal: Develop competencies needed for progression or entry into the next educational or occupational level.

Supportive Concepts of Career Education

- a. Knowledge and skills in different subjects relate to performance in different work roles.
- b. There are many training routes to job entry.
- c. Jobs will exist in the future that are different from those found at present or in the past.
- d. There is need for cooperation in work.
- e. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.
- f. Work experience facilitates career decision making.

8. Consumer and Economic Awareness

Goal: Understand the contribution of work to the economic system and acquire the consumer competencies needed to make wise decisions in the use of individual resources.

Supportive Concepts of Career Education

- a. Economic and political forces create changes in employment opportunities.
- b. Occupations exist for society's purposes; all jobs contribute to society's ways of living.

Appendix F
Translating Career Education Goals into Learner Objectives by Age Spans

Goal	Concepts	Sample program objective	Illustrative learner objectives (by age span)
86 1. <u>Basic Skills:</u> to develop the basic skills of reading, writing, computation, listening, and speaking which are essential to successful preparation for a constructive and satisfying career	Knowledge of skills in different subjects relate to performance in different work roles.	Students should understand the relationship between subject skills and occupations.	K--3: Students will name occupations in which good penmanship is critical to their health and well-being.
			4--6: Students will describe how skills taught in reading, mathematics, and spelling would be necessary in each of three occupations (one skilled, one technical, one professional).
	A direct relationship exists between education and employability for an individual.		7--8: Students will write a report explaining the effect of their own academic successes and failures on career planning.
			9--12: Students will name two occupations that would utilize the skills learned in each of their subjects, research those occupations, and report their findings.
			Adults: Students will align their entry-level skills with their career choices.

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
2. <u>Self-Awareness</u> : to acquire a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals	Individuals differ in their interests, aptitudes, abilities, values, and attitudes.	Students should understand that their unique characteristics qualify them for a variety of possible careers.	K--3: Students will be able to name the various ways in which individuals differ (interests, abilities, attitudes, values, aptitudes).
			4--6: Students will be able to name one thing they do well and five occupations where this ability would be useful.
	The understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.		7--8: Students will be able to prepare a chart comparing their qualifications (interests, aptitudes, and so on) for a tentative occupational choice with those listed in the <u>Occupational Outlook Handbook</u> as appropriate for that occupation.
	Satisfying and rewarding work may bring self-fulfillment.		9--12: Students will be able to interview, analyze, and describe a worker who is fifty years old or older and learn what life experiences have affected the worker's career development and how.
	Persons need to be recognized as having dignity and worth.		Adults: Students will be able to formulate job expectations consistent with their personal attributes.

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
3. <u>Attitude Development</u> : to develop positive attitudes toward learning, work, leisure, and individual and cultural differences	Personal relationships with co-workers are important to job satisfaction.	Students should understand how the relationship between the worker and the work environment can affect job satisfaction.	K--3: Students will list three qualities of other people that they like and three qualities that they don't like.
	Worthwhile use of leisure time is vital to one's mental and physical health.		4--6: Students will name two personal qualities that can be developed to help the students work with others and demonstrate their commitment by using these qualities in the classroom.
	Individuals work can meet personal and social needs and provide various rewards or satisfactions.		7--8: Students will draw two cartoons, one depicting a person with personal characteristics compatible with the job and the other depicting some incompatible features.
	Work means different things to different people.		9--12: Students will visit two different sites of each of their two tentative career choices, interview the workers as to job satisfaction, and write an analysis of their findings.
			Adults: Students will describe a work setting that fits more appropriately into their value systems in two tentative career choices, will make inquiries as to employment opportunities with the personnel manager in these locations, and will report their findings to a teacher/counselor.

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
4. <u>Educational Awareness:</u> to recognize that all educational experiences are integrated with total career development and preparation	Education and work are inter-related.	Students should understand the relationship between education and career development.	K--3: Students will recognize that different kinds of work require varying degrees and types of educational preparation.
	In the future, individuals may have to be continually involved in retraining for the maintenance of occupational status.		4--6: Students will recognize that different kinds of work require varying degrees and types of educational preparation.
	Individuals require education to cope in a changing society.		7--8: Students will describe the value of general education as a necessary foundation for future specialized training.
	School is part of the preparation for a life of work.		9--12: Students will make two tentative career choices (based on previous research) and will make a list of steps for job entry into both of these occupations.
			Adults: Students will analyze the role of continuous education and training for enhancing and affecting one's career development potential.

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
5. Career Awareness and Exploration: to develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing personal values, interests and aptitudes	Occupations are classified by families or clusters to facilitate study and exploration.	Students should understand the value and use of a classification or clustering system to analyze and explore the variety and complexity (also inter-relatedness) of occupations found in the world of work.	K--3: Students will relate the work done by parents or other individuals to broad groupings or clusters of job families and identify the workers as those who produce goods or provide services.
	Continuing exploration of career information and career options in an organized manner contributes to the career decision-making process.		4--6: Students will analyze, discuss, and chart the key jobs in the community which illustrate the interdependence of people doing these jobs and the relationship of these jobs to job families within the broader clustering system.
	The maturation of personal insights, values, and interests with regard to career options is a continuous and self-initiated process.		7--8: Students will select, study, and report on job families found in two career clusters of <u>emerging</u> interest on the basis of interest inventories, exploration in the community, and so on or in terms of an interest in the work of two individuals engaged in jobs found in each of these clusters.
	Individuals are oriented to data, people, and things.		9--12: Students will investigate two or more jobs in the community or area which are found in a career cluster of top personal interest and associate personal interests and aptitudes (in a systematic written manner) to these investigations and draw conclusions as to whether the present career plan is on target, leading to further exploration and investigation of the next level of preparation options.
			Adults: Students will review past educational and occupational preparation; prepare a plan based on testing, counseling, and information relating to job trends, and so on for preparing now for a specific job; and will prepare a further plan for getting that job (through the use of adult career center, teacher assistance, counselor help, vocational counseling, and so on).

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
6. Career Planning and Decision Making: to develop an understanding of the interrelationships among self, work, leisure, and society and apply this knowledge in making wise decisions along the career development continuum	Individuals are responsible for their own career planning.	Students should understand and use the decision-making process as it applies to one's career planning.	K--3: Given a choice of three classroom jobs, students will decide on and participate in one activity.
	Technological progress eliminates changes and creates jobs.		4--6: Given a list of school personnel, students will discuss one reason why each employee may have made that career choice.
	Occupational choice affects an individual's life-style.		7--8: Students will identify a famous person who overcame handicaps in pursuit of a specific occupation and describe at least one decision point in that person's career development.
	Leisure-time activities may affect occupational choice.		9--12: Students will list the series of steps they should go through to make a career choice and describe how exploration fits into this plan.
			Adults: Students will make plans to execute career choices and discuss these plans with a teacher or counselor.

Goal	Concepts	Sample Program Objectives	Illustrative Learner Objectives (by age span)
7. <u>Career Preparation</u> to develop competencies needed for progression or entry into the next educational or occupational level.	Many training routes to job entry are available.	Students should understand that many training routes are available for a variety of possible occupational choices.	K--3: Students will name five different training routes.
			4--6: Students will be able to name two sources of training information and report their findings to the class.
	Individuals can learn to perform adequately in a variety of occupations.		7--8: Students will be able to interview adults employed in a specific occupation and prepare a chart depicting the differences in the adults' training routes.
	Individuals must be adaptable in a changing society.		9--12: Students will be able to research all training route alternatives in two tentative career choices and write a paper compiling the findings.
			Adults: Students will be able to make a tentative career choice based on research; send for application procedures for the training route chosen which is most appropriate to the students' values, interests, abilities, and so on; and report to the counselor on receipt of the materials for a discussion of the decision.

Goal	Concepts	Sample Program Objective	Illustrative Learner Objectives (by age span)
8. Consumer and Economic Awareness to understand the contribution of work to the economic system and acquire the consumer competencies needed to make wise decisions in the use of individual resources	Social expectations influence the nature and structure of work.	Students should understand the many ways in which society influences the nature and structure of work.	K--8: Students will tell a story about what the world would be like if there were no _____ occupation. (Each student inserts a different occupation in the blank.)
	Occupational supply and demand have an impact on career planning.		4--6: Students will identify two businesses (e.g., services, utilities) which have been influenced by technological advances and interview the personnel managers in at least one of the businesses to determine what influence technology has had on employment.
	Occupations exist for society's purposes; all jobs contribute to society's way of living.		7--8: Students will collect information on one occupation of special interest and prepare an oral report in which they identify at least three activities of that occupation that are responsive to societal needs.
	Consumer spending helps determine whether individual businesses succeed or fail.		9--12: Students will interview a person who is working in two of the students' tentative career choice areas and will find out how the job has changed in the past five years and how the job has affected life-styles.
			Adults: Students will analyze how technological change may affect employment opportunities in a tentative career choice.

Appendix G

Evaluation Check of Career Education Implementation

Name of school district _____

Career Education Progress Profile

The Four Major Stages of School District Career Education Development

- I. Readiness. Interest in the career education process has been expressed by which of the following?

	High interest	Moderate interest	Low interest
Governing board			
District administration			
School staff			
Community			
Other			

- II. Commitment. The district has evidenced commitment to career education by:

	Achieved or accomplished	Partially achieved or in progress	Not achieved	If partially achieved or not achieved with reference to future action		
				High priority	Low priority	Comments
Governing board policy						
Governing board support (no policy)						
Administrative regulations						
Administrative support (no regula- tions)						
Allocation of resources:						
A. Personnel						
B. Facilities						
C. Materials						
Career education advisory committee						
Career education district plan						
Career education school plans						

III. Degree of Development and Supplementation. The district has evidenced development and supplementation as follows:

	Achieved or accomplished	Partially achieved or in progress	Not achieved	If partially achieved or not achieved with reference to future action		
				High priority	Low priority	Comments
Needs						
Assessment						
Establishment of career education goals						
Establishment of career education objectives						
Development of career education materials and activities						Specify subject areas:
K--3						
4--6						
7--9						
10--12						
Implementation of career education activities						Specify subject areas:
K--3						
4--6						
7--9						
10--12						
Development of career education guidance system						
K--3						
4--6						
7--9						
10--12						
Implementation of career education guidance system						
K--3						
4--6						
7--9						
10--12						
Development of community resources						
Implementation of community resources						
Inclusion of career education concepts in other district programs						Specify programs:
Design of a career education staff development program						
Implementation of a staff development program						

	Achieved or accomplished	Partially achieved or in progress	Not achieved	If partially achieved or not achieved with reference to future action		
				High priority	Low priority	Comments
Development of communication system						
District						
Community						
With other districts						
Implementation of a communication system						
District						
Community						
With other districts						
Placement of students on graduation						

IV. Evaluation. The district has evidenced this by:

	Achieved or accomplished	Partially achieved or in progress	Not achieved	If partially achieved or not achieved with reference to future action		
				High priority	Low priority	Comments
Development of an evaluation plan:						
Process						
Product						
Implementation of an evaluation plan:						
Process						
Product						
Follow-up studies						

V. Personnel. Who coordinates/ directs/administers career education in your district?

Name _____
Title _____

VI. Funding. Funds expended last year in support of career education and their sources were:

<u>Source</u>	<u>Amount of funds expended</u>
(example) VEA	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total	\$ _____

VII. Comments or Explanation

Other Publications Available from the Department of Education

The *California Plan for Career Education* is one of approximately 400 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Risk Management Program (1977)	\$ 2.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Attendance and Enrollment Accounting and Reporting (1977)	2.80
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of Portuguese (1976)	.85
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
† California Master Plan for Special Education (1974)	1.00
California Private School Directory, 1978	5.00
California Public School Directory, 1979	11.00
California Public Schools Selected Statistics, 1976-77 (1978)	1.00
California School Accounting Manual (1978)	1.65
California School Effectiveness Study (1977)	.85
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
California Teachers Salaries and Salary Schedules, 1977-78 (1978)	10.00
Career Education: A Position Paper on Career Development and Preparation (1974)	.85
Career Education Microfiche Collection Catalog (1975)	.85
Computers for Learning (1977)	1.25
† Discussion Guide for the California School Improvement Program (1978)	1.50
District Master Plan for School Improvement (1978)	1.50
District Paid Insurance Programs in California School Districts, 1977-78 (1978)	2.50
English Language Framework for California Public Schools (1976)	1.50
† Establishing School Site Councils: The California School Improvement Program (1977)	1.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1978)	1.50
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Hospitality Occupations Curriculum Guide (1977)	3.00
Implementing Career Education: An Administrator's Handbook (1976)	.85
Implementing Career Education: Community Involvement (1977)	.85
Implementing Career Education: Concept and Process (1977)	.85
Implementing Career Education: Exemplary Practices (1977)	.85
Implementing Career Education: Instructional Strategies Guide (1977)	.85
Implementing Career Education: Nine Model Practices (1976)	.85
Liability Insurance in California Public Schools (1978)	2.00
Physical Education for Children, Ages Four Through Nine (1978)	2.50
† Planning Handbook (1978)	1.50
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
† Students' Rights and Responsibilities Handbook (1978)	1.50

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

† Also available in Spanish, at the price indicated.